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ABSTRACT

This report describes a study that examined the characteristics of school public relations (PR) programs in Virginia in terms of their organization and administration. Specifically, the study sought to determine the number of school districts with established PR programs, to determine the number of school districts employing full-time or part-time PR directors, and to gather information on the design, organization, administration, staffing, financing, and evaluation of the PR programs in various school districts. Data for the study were gathered through a survey questionnaire mailed to the superintendents of all 139 Virginia school districts. Survey responses were compiled and summarized in order to describe the current status of public school PR programs in Virginia. Survey data were not statistically treated other than to calculate percentages based on the number of responses to each question. The appendix contains sample job descriptions for school PR directors that were submitted by several Virginia school districts, as well as a copy of the survey questionnaire. (Author/JG)

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ADMINISTRATION AND ORGANIZATION OF PUBLIC RELATIONS PROGRAMS IN VIRGINIA PUBLIC SCHOOL SYSTEMS

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A Research Paper

Presented to Dr. Gar Fairbanks

School Of Education

Old Dominion University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

Educational Administration Concentration

By

Thomas E. Pinelli

Summer 1975

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Approval Sheet

This research paper was prepared by Thomas E. Pinelli under the direction of Dr. Gar Fairbanks, Professor and Assistant Dean of the School of Education. It was completed as a course requirement for Education 536, Problems in Education, and was submitted as partial fulfillment for the Degree of Master of Science in Education.

Dr. Gar Fairbanks
Graduate Program Director

Thomas E. Pinelli
Researcher

ABSTRACT

The purpose of the study was to examine and determine, through survey research, the characteristics of school/public relations programs in Virginia in terms of their organization and administration. Specifically, the study:

1. Determined the number of systems, as reported by superintendents of Class A,B,C,D, and E school systems, which had established public relations programs
2. Ascertained the number of school divisions with full-time and part-time public relations administrators or directors
3. Gathered information relative to how public relations programs in the various Virginia school systems were designed, organized, administered, staffed, financed, and evaluated.

This research examined and reported on the organization and administration of school/public relations in Virginia public school systems. The study involved the collection and analysis of data supplied by school officials in the various school divisions in the state of Virginia. A survey questionnaire composed of twenty-five questions was sent to the superintendents of each school division in Virginia to ascertain how the school/public relations programs in the various Virginia school divisions were designed, organized, administered, staffed, financed, and evaluated. The responses to the survey instrument were compiled and reported to present an overall description of the current status of public relations programs in Virginia public schools.

The study was limited to: (1) the Commonwealth of Virginia, (2) questionnaires sent to the one hundred thirty-nine school division superintendents in Virginia, (3) an ERIC search, including RIE and CIJIE, of the topics "School Public Relations" and "Community Resources in Education," (4) books, periodicals, and research specifically concerned with school/public relations, and (5) the return of questionnaires received after three mailings. The study involved a period of time which spanned from July, 1975, to December, 1975.

The returned questionnaires were divided into previously designated categories which were established on the basis of student enrollment in grades one through twelve. The following categories were established:

SCHOOL DIVISION CLASSIFICATION

Class A	5,000 students or less
Class B	between 5,001 and 10,000 students
Class C	between 10,001 and 20,000 students
Class D	between 20,001 and 49,999 students
Class E	50,000 or more students

The responses to each of the twenty-five items which comprised the questionnaire were tabulated and presented according to the various classifications of school divisions. The results were not statistically treated other than to ascertain a percentage response to the number of responses to each question. The responses were computed to present an overall description or status of the current public relations programs in Virginia public school systems. As stated in the letter of transmittal to division superintendents, no attempt was made to evalute programs or make inferences relative to individual programs.

Responses were received from 93 of the 139 school systems. The returned questionnaires were distributed as follows:

School Division Classification

Enrollment Group	Questionnaires Sent	Replies Received	
Class A (5,000 students or less)	85	51	(60.0%)
Class B (between 5,001 and 10,000 students)	30	23	(76.6%)
Class C (between 10,001 and 20,000 students)	12	9	(75.0%)
Class D (between 20,001 and 49,999 students)	10	8	(80.0%)
Class E (50,000 students or more)	2	2	(100.0%)
	139	93	(72.9%)

SUMMARY OF FINDINGS

The data was collected and analyzed. From the data collected, the following findings were reported:

1. Of the 93 responding school divisions, there were 12 full-time and 20 part-time public relations directors. Sixty-one school divisions reported "other arrangements" for handling public relations. Eleven of the 12 full-time PR directors were employed for 12 months with an average salary of $19,400.00. Nine of the full-time directors were men, with 11 of the 12 holding at least a bachelor's degree.

2. The 12 full-time PR directors reported press releases; press, radio, and TV contacts; community newsletters; staff newsletters and publications; photographic services; special projects; and editorial services as major responsibilities.

3. The full-time directors worked very closely with principals. Fifty-five percent reported membership on administrative councils or cabinets, while 73 percent of the full-time directors held advisory positions on boards of education.

4. Twenty part-time PR directors reported by the various school divisions devoted an average of 31.4 percent of their time to PR activities. The average salary for part-time directors was $14,781.29. Eighteen of the part-time directors were men. Community newsletters, staff newsletters, press releases, and press and radio contacts were listed as major responsibilities by 50 percent of the part-time PR directors.

5. Principals were listed most frequently as having specific PR responsibilities. They were followed in order of frequency by supervisors, teachers, non-instructional personnel, students, and departmental chairpersons.

6. Seventy-one percent of the respondents identified the coordinated plan as the organizational plan or pattern which best described their systems' PR programs.

7. Seventy-four percent of the respondents stated that their systems' philosophies of public relations were based on a planned, active public relations program which involved the school and the community working together.

8. Fifty-eight percent of the respondents indicated that their systems had established policies or guidelines which pertained to school/public relations.

9. The majority of the reporting school systems did not have long-range planning groups or committees for public relations.

10. Forty percent of the respondents indicated that the internal groups to which public relations should be directed had been identified. Thirty-five percent indicated that they contacted these individuals on a regular basis. Sixty-one percent reported publishing an informational newsletter for school personnel.

11. Sixty-eight percent of the respondents indicated that their external publics had been identified. Fifty-five percent indicated contact or communication with the external publics on a regular basis. Sixty-eight percent stated that they published an informational newsletter for distribution to the community.

12. Sixty-six percent of the respondents indicated that their systems' public relations activities were evaluated. Fifty-seven percent reported that evaluation was conducted on a yearly basis.

13. Twenty-two or 23.7 percent of the school divisions indicated that they had a crisis-situation plan.

14. Special short-term, on-campus workshops and inservice programs held in local school districts were selected by the respondents as the best ways colleges and universities could help improve school/public relations. Many of the respondents reported a need for courses taught by practitioners of public relations.

15. Many of the existing PR programs had been formalized since 1973.

CONCLUSIONS

The following conclusions were drawn from a review of related research and literature and an analysis of data collected.

1. Insuring that the public was aware of and sensitive to the needs, problems, aims, goals, and directions of the schools was cited as an obligation and responsibility of educators.

2. Related research and literature indicated a need for a planned and coordinated effort on the part of public school officials to acquaint, inform, and involve the various publics with the needs, goals, purposes, and problems of education.

3. Promoting understanding and involvement called for the development and use of an effective, active public relations program which provided for interaction and two-way communication between the various publics and the school.

4. Educators were warned not to take public support for granted nor to assume that the public comprehends or approves all of the objectives and methods of education.

5. A school system is involved in public relations whether it tries to be or not. The convictions, opinions, and mental images held by the publics are the products of public relations planned or otherwise.

6. It was recommended that teacher training institutions develop courses of study which would better prepare teachers, prospective teachers, supervisors, and administrators to conduct and participate in school/public relations. It was also suggested that a study of public relations be incorporated into all education courses or that the development of courses directly related to public relations in education be instituted. From the findings of the study, there appeared to be a need for short-term and special on-campus workshops in public relations taught by practitioners.

7. The findings revealed a limited number of formal public relations programs in small and medium-sized school systems in Virginia. Likewise, in these systems, there were few individuals specifically charged with the responsibility for developing, coordinating, and implementing a public relations program.

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CHAPTER 1

INTRODUCTION

Public education in the United States has resulted from the monetary and moral support rendered by the public. Since public support was vital to any public school system, schools could not afford to withdraw or exist apart from the community. The better the public understood the purposes, needs, and goals of its public schools, the greater the probability of public support for the schools.

Insuring that the public was aware of and sensitive to the needs, problems, aims, goals, and directions of the schools has been the obligation and responsibility of educators. Promoting understanding and involvement called for the development and use of an effective, active public relations program which provided for interaction and two-way communication between the various publics and the school. In recent years, public relations has gained increased importance and recognition as a major function of local school districts and divisions.

THE PROBLEM

Statement of the Problem

The purpose of the study was to examine and determine, through survey research, the characteristics of school/public relations programs in Virginia in terms of their organization and administration. Specifically, the study:

1. Determined the number of systems, as reported by superintendents of Class A,B,C,D, and E school systems, which had established public relations programs
2. Ascertained the number of school divisions with full-time and part-time public relations administrators or directors

3. Gathered information relative to how public relations programs in the various Virginia school systems were designed, organized, administered, staffed, financed, and evaluated.

The intended purpose of the study was to present a current description of school/public relations in the public school systems in Virginia. No attempt was made to evaluate the effectiveness of the reported school/public relations programs.

Importance of the Study

A current trend toward requiring public school systems to be more accountable to their publics has been evidenced throughout the nation. Consequently, effective school/public relations has become very important as a means of helping to foster public awareness, understanding, and continuing support.

A study to determine the status or the extent to which school divisions in Virginia practice formal public relations, based on information available to the researcher, has not been recently undertaken. With the growing emphasis on the importance of satisfactory school/public relations, an attempt to ascertain the status of public relations in the Virginia public school divisions was deemed important.

Delimitations of the Study

The study was limited to: (1) the Commonwealth of Virginia, (2) questionnaires sent to the one hundred thirty-nine school division superintendents in Virginia, (3) an ERIC search, including RIE and CIJIE, of the topics "School Public Relations" and "Community Resources in Education," (4) books, periodicals, and research specifically concerned with school/public relations, and (5) the return of questionnaires received after three mailings. The study involved a period of time which spanned from July, 1975, to December, 1975.

THEORETICAL FRAMEWORK

Definitions of Terms

Public school system. A public school system was interpreted as one of the 139 public school systems in Virginia operated under the auspices of the Virginia State Department of Education and which derived its primary support from public funds.

Class A school system. For purposes of this study, a public school system in Virginia in which student enrollment in grades one through twelve was 5,000 or less was considered to be a Class A school system. Based on average daily membership for 1974-75, there were 85 Class A school systems in Virginia.

Class B school systems. A public school system in Virginia in which student enrollment in grades one through twelve was between 5,001 and 10,000 was considered to be a Class B school system. Based on average daily membership for 1974-75, there were 30 Class B school systems in Virginia.

Class C school systems. A public school system in Virginia in which student enrollment in grades one through twelve was 10,001 or more, but less than 20,001, was considered to be a Class C school system. Based on average daily membership for 1974-75, there were 12 Class C school systems in Virginia.

Class D school systems. A public school system in Virginia in which student enrollment in grades one through twelve was 20,001 or more, but less than 50,000, was considered to be a Class D school system. Based on average daily membership for 1974-75, there were 10 Class D school systems in Virginia.

Class E school systems. A public school system in Virginia in which student enrollment in grades one through twelve was 50,000 or more was considered to be a Class E school system. Based on average daily membership for 1974-75, there were 2 Class E school systems in Virginia.

The public. The residents of a particular political subdivision comprised the public as described in this study. In Virginia, this would include the residents of a particular county, city, or town.

The publics. Groups of individuals within a particular political subdivision grouped together on the basis of such factors as occupation, education, political affiliation, race, and religious beliefs were interpreted as the publics.

Internal public. The internal public in a school/public relations program, as defined in this study, was made up of individuals who either attended or were employed by the school division, the list of which included school officials, administrators, supervisors, counselors, teachers, non-instructional personnel, and students.

External public. This study interpreted the external public as being those individuals or groups of individuals apart from the school whose support and understanding of public education were vital and essential. This list included taxpayers, parents, media, civic clubs, business organizations, political groups, industrial organizations, labor unions, professional groups, and residents of a particular political subdivision.

School/public relations. School/public relations was interpreted to be a planned, active process which involved school personnel and the community in an effort to develop "two-way" communication and to attain understanding and support for public education.

Public information program. This study used the term "public information program" to mean a concept of public relations based on the informative strategy of communication. This program was usually directed by a public information officer (PIO) and was usually employed to publicize what the schools wanted the public to know or thought the public wanted to know about education.

ERIC. The Educational Resources Information Center, a computerized national information system, was begun in 1966 and has been operated by the National Institute of Education in the Department of Health, Education, and Welfare. The system utilized the services of 16 Clearinghouses, each of which had the responsibility within its own area of expertise for acquiring significant literature, processing the selected items for input to a master data base, and for providing various information analyses. The data selected by the Clearinghouse was sent to the ERIC Processing and Reference Facility in Bethesda, Maryland, for cataloging, indexing, abstracting, and announcing in RIE.

RIE. Resources in Education was a monthly abstract journal, first published in 1966, which announced educational research reports, documents, and other non-journal literature of interest to the educational community. Material announced in RIE was purchased in microfiche or papercopy from the ERIC Document Reproduction Service located in Arlington, Virginia.

CIJIE. Current Index to Journals in Education, a service provided by ERIC, was a monthly publication which indexed articles from over 750 journals. These journals represented the core of the periodical/series literature in the field of education. Articles announced in CIJIE were not purchased from ERIC and were consulted only by reference to the original journal issue containing them.

PR. PR in this study was synonymous with public relations.

ORGANIZATION OF THE STUDY

Chapter 1 contained an introduction to the study. Included were a statement of the problem, the importance of the study, delimitations of the study, definitions of terms, and organization of the study. In Chapter 2 a review of related research and literature was reported. Chapter 3 contained the research methodology. In Chapter 4, the analysis of the data was presented. Chapter 5 contained a summary, findings, conclusions, and recommendations for further study.

CHAPTER 2

REVIEW OF RELATED RESEARCH AND LITERATURE

During the past decade, much has been written by numerous authors concerning public relations in general and school/public relations in particular. The public relations movement in education started soon after the turn of the century and came into its own shortly after World War I.[1] Public relations has, at times, been almost indistinguishable from other vigorous movements such as the school/community movement and the citizen's advisory/committee movement. Knezevich reported that much of the literature pertaining to school/public relations consisted of rule-of-thumb techniques and common-sense observations, sometimes assembled by means of a canvass of experience only.[2] Hyder stated that little empirical research had been conducted to establish the validity of these writings.[3] In this chapter, a review of related research and literature was conducted to collect and examine some of the research and literature pertaining to public relations and its use by American education.

Numerous definitions of public relations were found; however, they did not provide a clear or comprehensive description of the term. Russell F. Moore in Chapter 11 of the AMA Management Handbook stated that few terms in the English language have enjoyed such wide use and interpretation as public relations;

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[1]Chester W. Harris, ed., Encyclopedia of Educational Research, (3rd ed.; New York: Macmillan and Company, 1960), pp. 1075-81.

[2]Stephen J. Knezevich, Administration of Public Education (2d ed.; New York: Harper and Row Publishers, 1969), p. 475.

[3]Leslie R. Hyder, "A Study of the Extent of the Public Relations Programs of Tennessee's Public School Systems" (unpublished thesis, University of Tennessee, 1972), p. 11.

and, yet, were so poorly understood.[4] The term public relations, when applied to education, was used interchangeably with school/public relations, school/community relations, community public relations, and school public information.

Richard R. Conarroe stated in Chapter 1 of the Handbook of Business Administration that public relations has often been confused with some of its functional parts, such as publicity, press-agentry, public affairs, public information, and propaganda. "These are parts of the whole, but none of the parts equal the whole." Public relations, according to Conarroe, was defined in terms of several parts or functions which are actually tools or sub-functions of public relations, but not its equivalent.[5]

Carl Heyel, in The Encyclopedia of Management, stated that public relations is a management function. It attempts to create good will for an organization and its products, services, or ideals, with groups of people which can affect its present and future welfare.[6]

Bertrand R. Canfield defined public relations in terms of four broad characteristics:

- Public relations is a philosophy of management, meaning it is an attitude of the management of the organization which assumes that the organization should function to serve the needs of the individuals who depend upon it.
- Public relations is a philosophy expressed in policies and actions, meaning that its philosophy is evidenced in its action as described in the organization's efforts toward obtaining and maintaining public support.
- Public relations is a function of management, meaning it is the responsibility of every individual comprising the organization.

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[4]Russell F. Moore, ed., The AMA Management Handbook (New York: American Management Association, Inc., 1970), p. 1.

[5]H. B. Maynard, ed., Handbook of Business Administration (New York: McGraw-Hill Book Company, 1967), p. 5.

[6]Carl Heyel, The Encyclopedia of Management (New York: Reinhold Corporation, 1963), p. 780.

- Public relations is based on two-way communications, meaning it provides for interaction or the two-way flow of ideas between the organization and the various publics.[7]

Bernays defined public relations as:

- Information given to the public
- Persuasion directed at the public to modify attitudes and actions
- Efforts to integrate attitudes and actions of an institution with its publics and of the publics with that institution.[8]

The Commission on Public Relations of the American Association of School Administrators defined public relations as follows:

> Public relations involves far more than "publicity" or interpretation. It means genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideas. It becomes a two-way process, a two-way flow of ideas between school and community which provides the basis for mutual understanding and effective team work.[9]

The need for and importance of school/public relations has been stated by many authors. Stearns offered the following statement explaining why school systems have a vested interest in achieving and maintaining a high degree of public understanding and support:

> Contrary to the assumption that constitutions, laws, and court decisions have firmly fixed the pattern of public education, it must be understood that no institution in a free society will long exist without full measure of public support.[10]

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[7]Bertrand R. Canfield, Public Relations: Principles, Cases, and Problems (Homewood, Illinois: Richard D. Irwin, Inc., 1964), p. 5.

[8]Edward L. Bernays, Public Relations (Norman, Oklahoma: University of Oklahoma Press, 1952), p. 3.

[9]American Association of School Administrators, Public Relations for America's Schools (Washington: The Association, 1950), p. 13.

[10]Harry L. Stearns, Community Relations and the Public Schools (Englewood Cliffs: Prentice-Hall, Inc., 1955), p. 5.

The importance of this support was explained by Kendrick:

> As a social institution, owned and operated by the people, the school depends for its continuance and support upon the status of public opinion. The way citizens think and act in regard to selection of board personnel, tax rates, plant, curricular offerings, salaries, supplies, equipment, special services, and the like, not only establishes the limits of institutional functioning but also influences the policies and practices by which the work of the institution is done.[11]

Gordon McCloskey stated that public attitudes toward education are deeply rooted in the traditional American belief that all children are entitled to education. This belief in education is rooted in the ethical and political principles which have endured for many generations.[12]

This belief was enforced by Cutlip and Center who, in addition, warned of the dangers of negative reaction to public relations by educators.

> The American's support of education in the abstract is unstinted and unwavering. His support and understanding in the specific situation is not nearly as certain or well informed. Many schoolmen, to their sorrow, have too often taken public support for granted. They have assumed that the public would foot a bigger and bigger bill for an ever-expanding program and plant. They have assumed that the public comprehends objectives and methods--despite ample evidence to the contrary. Of course, in rare instances, they have assumed that courses and teaching methods were none of the public's business.[13]

Moehlman and van Zwoll noted that since public schools are owned by and operated for the benefit of the public, educators have an obligation, a responsibility, indeed a necessary function to insure that their clientele are kept informed on all aspects of the school program. "The effectiveness of the

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[11] Leslie W. Kindred, School Public Relations (Englewood Cliffs: Prentice-Hall, Inc., 1957), p. 8.

[12] Gordon McCloskey, Education and Public Understanding (New York: Harper and Row Publishers, 1967), p. 6.

[13] Scott M. Cutlip and Allen H. Center, Effective Public Relations (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 396.

democratic school is conditioned by the amount of community confidence it enjoys. Confidence is built upon understanding, trust, and appreciation."[14]

Dapper stated that the responsibility for insuring that the public is aware of and sensitive to the needs, problems, aims, goals, and directions of the school must begin with educators themselves. If they fail to adequately meet this responsibility, the results cannot be expected to be positive. She further explained:

> A school system has public relations whether it tries to or not. Unavoidably, the public holds certain convictions about the schools, believes certain things to be true, and when the word "school" is pronounced, conjures up a particular mental picture. The convictions, opinions, and mental images are the product of public relations, planned, or otherwise.[15]

Reeder supported Dapper's conclusion that public relations is the key to public understanding, appreciation, and support. Reeder observed that "the need for a public relations program does not lie so much in the justification of education as in the justification of the amount, the kind, and the cost of education."[16]

Public relations, according to Koerner, must be an integral part of the roles and functions of the school system. This should be a continuing program in which all personnel are involved because no one individual can adequately represent the complete picture.[17]

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[14]Arthur B. Moehlman and James A. van Zwoll, School Public Relations (New York: Appleton-Century-Crofts, Inc., 1957), p. 24.

[15]Gloria Dapper, Public Relations for Educators (New York: The Macmillan Company, 1964), p. 1.

[16]William G. Reeder, An Introduction to Public-School Relations (New York: The Macmillan Company, 1953), p. 5.

[17]Thomas F. Koerner, "Some ISms of School Public Relations," Illinois Education, LVIII (October, 1969), 66.

Reeder cited Abraham Lincoln's apt description of over one hundred years ago which has meaning for today's educators interested in public relations.

> Public sentiment is everything. With public sentiment nothing can fail, without it nothing can succeed. Consequently, he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions.[18]

Anderson and Van Dyke offered the following as further justification for school/public relations:

> In a public school system the supporting public quite properly expects to be kept informed about the progress of the educational program and the management of public funds for education. In addition, it wants to have the opportunity to exchange views with educators on the ends and means of public education.[19]

Research findings indicated that some educators have taken a negative view of the use of public relations in education. Pinelli and Dugger reported that some educators have taken the position that the lay public was not interested or was incapable of understanding educational theory and practice and, consequently, could not or did not care what schools were striving to accomplish. In cases where the school became isolated from the community, a closed system of communications frequently resulted, with the school devoting much of its efforts towards communicating with itself.[20]

The danger of school isolationism was also pointed out by Woodridge. "One need only to remember the Depression of the 30's. When the schools most needed support, they found themselves without it."[21]

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[18]Reeder, loc. cit.

[19]Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1972), p. 415.

[20]Thomas E. Pinelli and William E. Dugger, "The Public Relations Function of Industrial Arts," Essential Development Through Industrial Arts, Proceedings of the American Industrial Arts Association's Thirty-Seventh Annual Conference, 1975, p. 428.

[21]Robert Woodridge, "Plan Your Public Relations Program," Man/Society/Technology, XXXIV (December, 1974), 91.

According to the findings of McCloskey, as cited by Pinelli and Curtis, school/public relations programs varied greatly in their organization, structure, and operation. Regardless of the structure and techniques employed, public relations programs usually employed one of two communications strategies: informative or cooperative.[22]

Based on several definitions of public relations, Pinelli and Dugger identified the following five elements as the essential ingredients of a public relations program:

- Public relations is both a philosophy and a function of management.
- Public relations is expressed in policy and manifests itself through actions which are designed to promote understanding.
- Public relations is an active process which utilizes two-way communication to promote the exchange of ideas between the organization and the various publics.
- Public relations employs numerous activities in a continual effort to promote understanding and support from the internal and external publics.
- Public relations involves continual evaluation of the program or plan to ascertain the extent to which the objectives are being achieved and need to be changed.[23]

Developing and implementing a successful public relations program, according to Cutlip and Center, involved the five fundamental steps listed below.

- Research
- Planning
- Financing
- Executing
- Evaluating[24]

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[22]Thomas E. Pinelli and Myron W. Curtis, "Industrial Arts and Public Understanding," Man/Society/Technology, XXXIV (December, 1974), 88.

[23]Pinelli and Dugger, op. cit., p. 427.

[24]Cutlip and Center, op. cit., p. 186.

Maynard suggested that to derive maximum results at low cost, the following principles should be closely followed when establishing a public relations program:

- o Public relations goals should be planned.
- o Specific actions should be planned to meet these goals.
- o Results should be measured against the plan at regular intervals.
- o The program should be altered as soon as an analysis shows a need to improve either goals or actions.[25]

Leslie W. Kindred stated that the formation of a school public relations program would be influenced or affected by the following factors:

- o The size and organization of the school system
- o The nature of the instructional program
- o The amount of money available
- o The prevailing attitudes of the community
- o The competency of staff personnel
- o The division of staff responsibilities
- o The school system's philosophy of public relations.[26]

Russell F. Moore, in Chapter 11 of the AMA Management Handbook, cautioned those who developed public relations programs that there was, in fact, no single public.[27]

What is commonly called the public is actually the composite of

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[25]H. B. Maynard, ed., Handbook of Business Administration (New York: McGraw-Hill Book Company, 1967), p. 5.

[26]Leslie W. Kindred, School Public Relations (Englewood Cliffs: Prentice-Hall, Inc., 1957), p. 26.

[27]Russell F. Moore, ed., The AMA Management Handbook (New York: American Management Association, Inc., 1970), p. 2.

> many smaller publics grouped together by such common demoninators as occupation, geographic location, interests, political leanings, religious affiliations, age, education, or income. It would be a serious mistake to assume a homogeneous audience in which each person would respond in the same way to identical circumstances.[28]

The Missouri Handbook for Industrial Arts Education stated that a strong educational program is definitely a prerequisite to any public relations program for education. The Handbook further stated that a public relations program for education should be directed toward two distinct groups: (1) the internal public composed of students, staff employees, teachers, administrators, and school board members and (2) the external public composed of parents, taxpayers, civic groups, business and industry, neighboring schools, churches, alumni groups, labor unions, professional associations, and public officials.[29]

Sullivan noted that few educators have public relations training. Because competent public relations men must have a strong background in philosophy and the social sciences and in educational theory and practice and must be knowledgeable in the design, writing, and production of innumerable formats, school systems have been satisfied with a man who has a "flair" for this aspect of the public relations functions. While acknowledging that many self-trained educational practitioners have been successful, Sullivan observed that there are few well-trained educational relations men today.[30]

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[28] Ibid.

[29] Handbook of Industrial Arts Education (Jefferson City, Missouri: Missouri State Department of Education, 1969), pp. 3-21.

[30] Albert J. Sullivan, "What's Wrong with School Public Relations?" The Quarterly Review of Public Relations, VII (Fall, 1962), 26-27.

In her study of public relations administration in unified school districts in California, Fugate found that most districts have organized their public information program to meet specific needs rather than having developed a continuous program based on accepted principles and written policy. She attributed the slow growth of planned programs to a lack of funds, lack of recognized need, lack of personnel, and fear of lack of understanding. She also found that public relations activities administered through the superintendent's office reflected an increased need for public understanding, support, and utilization of specialized public relations personnel.[31]

Carr's study found that public relations was held in dubious regard by some principals. He attributed this to the negative connotations which the term also has to television and merchandizing techniques. He found that most principals see their role as a leader in the school's public relations program as an assumed role rather than one which is assigned. Few of the school districts included in his study had public relations guidelines and, consequently, few principals offered guidelines to their staffs.[32]

A few studies have been made to determine the frequency to which various public relations approaches have been used or the effectiveness of the approaches. The local newspaper was found by Bloom to be the most effective medium for communicating school news to the community. Of those persons responding to Bloom's survey, more than half rated "satisfactory" the public information programs of the schools. He concluded that although the local newspaper was the

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[31]Kathryn Potter Fugate, "Policy and Practice in the Administration of School Public Relations," Dissertation Abstracts, 28:3926A-3927A, April, 1968.

[32]David Stoneall Carr, "An Analysis of the Principal's Perceptions of Public Relations Programs in Selected Suburban Elementary Schools," Dissertation Abstracts, 30:2743A, January, 1970.

most frequently used means of public relations, it did not allow for two-way channels of communications that would permit citizens to participate in curriculum development and determine educational philosophy.[33]

A study by Ovard discovered that school patrons found it difficult to secure school information of highest interest to them from newspapers. Ovard's findings are shown in the table below.[34]

Comparison of Topics of Actual School News and Patrons' Interests

Topics of School News	Rank According to Patrons' Interests	Rank According to Space in News
Pupil progress and achievement	1	4
Method of instruction	2	10
Curriculum	3	6
Health of pupils	4	9
Value of education	5	12
Discipline and behavior of pupils	6	11
Teachers and school officials	7	2
Attendance	8	13
Building and building program	9	8
Business management and finance	10	7
Board of education and administration	11	5
PTA	12	3
Extracurricular activities	13	1

[33]Clarence Harold Bloom, "Appraisal of School by Certain Community Groups: A Study of Public Information Programs," Dissertation Abstracts, 26:810, August, 1965.

[34]Glen F. Ovard, Administration of the Changing Secondary School (New York: Macmillan Company, 1966), p. 453.

In a study of the frequency of use of several public relations approaches, Pinson found that the following approaches were most used by the schools that responded:

APPROACH	PERCENT
School paper	56.5
Regular news releases to local paper	60.0
Annual report	56.5
Report cards	100.0
School newspaper	100.0
Parent-Teacher Association	100.0
Band Boosters Club	78.3
Adult education program	39.1
Community use of the school building	91.3
Dramatic productions	95.7
Athletic contests	100.0
Musical programs	87.0
Regular teacher conferences with parents	17.4
Regular teacher visits to pupils' homes	8.7
Public opinion polls	34.8
Local radio station	56.5
School activities calendar[35]	52.5

Johnson's study also found that the most used publicity medium was the local newspaper. Superintendents responding to his survey reported that the next most widely used four media, in order, were: school programs, the school annual, report cards, and pupil entertainment at community organizations. In evaluating the effectiveness of publicity media, these superintendents cited, in order of effectiveness: the local newspaper, the school newspaper, Parent-Teacher Association, pupil entertainment for community organizations, and report

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[35]Gerald W. Pinson, Current Trends and Practices in School Public Relations, A Research Project (Commerce: East Texas School Study Council, 1967), pp. 32-34.

cards.[36]

Of the parents who responded to Grubb's survey, approximately 75 percent indicated a desire to be better informed about the school. He found that almost 50 percent of the parents indicated that they received most of their information about school from the pupils. Of the two sources that he considered most practical, Grubb found that only 12 percent of the parents learned about the schools from community meetings and 8 percent from attending meetings of the Parent-Teacher Association.[37]

For the educator who is unfamiliar with the use of mass communications, several problems may present obstacles. In Bagin's study, schoolmen identified as major problems a lack of knowledge of what news is, indifference of educators toward communicating information to the public, lack of understanding of a newspaper's function, and unfamiliarity of jargon. Bagin's study also included education writers on daily newspapers. These writers identified as major problems a lack of time to prepare indepth stories, unfamiliarity with the jargon used by educators, a lack of understanding by school personnel of what news is, and the withholding of information by educators and school board members. Bagin's study also found that schoolmen reported that 24 percent of their time was spent on newspaper-related activities and that 39 percent of their time was devoted to the preparation of publications.[38]

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[36]Daniel Henry Johnson, "A Survey of the Public Relations Media Used, Most Used, and Found Most Effective in Ninety-One Kansas Public Schools" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1953), pp. 57-59.

[37]Kenneth R. Grubb, "A Study of Student and Parent Opinion of McMinn County High School, Athens, Tennessee" (unpublished Master's thesis, The University of Tennessee, Knoxville, 1960), pp. 52-55.

[38]Donald Richard Bagin, "An Inventory and Analysis of Practices and Problems Involving School News Reporting and Press Relations as Handled by School Public Relations Personnel and Education Reporters of Daily Newspapers," Dissertation Abstracts, 31:6144A, May, 1971.

Mauger's study brought out some interesting conclusions which differed somewhat from those held by most school public relations authorities. He concluded that it was possible for the education program of a school system within a community to advance with or without the use of a public relations program although educational programs could be advanced more rapidly when assisted by a planned public relations program.[39]

Wickham found that of the public schools in the Columbus, Ohio, school system, the most effective public relations programs were in the senior high schools, followed, in order, by elementary schools in new neighborhoods, and junior high schools and elementary schools located in neighborhoods classified as mature, declining, and inner city. He found that the principals of most of the schools studied recognized the need for a strong local public relations program but cited a lack of time as the reason their schools' public relations programs tended to lag.[40]

During a four-volume study of the structure and process of school-community relations, Carter, et al., studied modes of communication which have developed to take the place of the town meeting as a forum of educational policy. They found that school officials, in attempting to provide information to citizens, tended to typically divide their attention between regular reports of school activities and preelection reports of school needs. Among the persons and organizations that served as channels for the flow of information between school and community,

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[39]Karl F. Mauger, "The Use of Public Relations and Human Power Structure to Promote the Educational Program Within a Community," Dissertation Abstracts 27:632A-633A, September, 1966.

[40]K. H. Wickham, "School Public Relations at the Local Level," Journalism Abstracts, VI, 198-99, 1968.

Carter found individual school personnel or civic leaders. More often these channels included the mass media (which the newspaper predominated), school boards, parent organizations, and citizens' committees.[41]

SUMMARY

In summary, the review of related literature indicated many interpretations of the term public relations. With respect to education, public relations was used interchangeably with public information, school/community relations, and school/human relations.

The literature emphasized the relationship between the public and education and stressed that public education in the United States was made possible by the monetary and moral support rendered by its citizens. The point was further made that, supported by public funds, schools could not afford to withdraw or exist apart from the community.

Public relations programs developed by educators varied greatly in their organization, structure, and operation. Regardless of their structure, public relations programs for education usually employed one of two communication strategies: informative or cooperative. The cooperative strategy was judged to be most desirable because it provided for two-way communication and acknowledged the existence of several publics.

According to Cutlip and Center, a public relations program involved the five fundamental steps of research, planning, financing, executing, and evaluating. It was recommended that a public relations program for education should be directed toward an internal and external public. Numerous communication tools or techniques were mentioned and ranked according to effectiveness.

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[41] Richard F. Carter and Steven H. Chaffee, Between Citizens and Schools, Vol. II of The Structure and Process of School-Community Relations, Research Project No. 1039 (Stanford, California: Institute for Communication Research, 1966), p. 3.

The review of related research revealed several points of interest. The research involving school/public relations concentrated mainly on what had been done rather than on the effectiveness of what had been done. The studies that examined the empirical link between techniques and the consequence intended from them in the public were few.

For the most part, the studies dealt with practices and techniques of public relations. The vast majority of studies were of two kinds: normative surveys, or collections of professional opinions on the value of techniques and programs; and status studies, which described some set of circumstances related to public relations at a particular time and place.

CHAPTER 3

RESEARCH METHODOLOGY

This research examined and reported on the organization and administration of school/public relations in Virginia public school systems. The study involved the collection and analysis of data supplied by school officials in the various school divisions in the state of Virginia. A survey questionnaire composed of twenty-five questions was sent to the superintendents of each school division in Virginia to ascertain how the school/public relations programs in the various Virginia school divisions were designed, organized, administered, staffed, financed, and evaluated. The responses to the survey instrument were compiled and reported to present an overall description of the current status of public relations programs in Virginia public schools.

DEVELOPING THE RESEARCH AND RESEARCH INSTRUMENT

The idea for this research project came from a study conducted by the Educational Research Service in 1967 and a follow-up study conducted in 1971 to survey the status of public relations in nearly 200 school systems across the country. Both studies were conducted in the belief that many school systems have in recent years adopted or changed their school/public relations programs in an effort to meet the current need for adequate and honest communications with the public. Both the 1967 and the 1971 surveys were planned with the encouragement and assistance of the National School Public Relations Association.[42]

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[42] Educational Research Service, American Association of School Administrators and NEA Research Division, The Administration of Public Relations Programs in Local School Systems, 1966-67. ERS Circular No. 5, 1967. (Washington, D.C.: the Service, October, 1967), p. 2.

Of the 134 school divisions in Virginia, only Henrico, Newport News, Portsmouth, Virginia Beach, and Chesapeake were included in the referenced surveys. Based on this information, the researcher, who had previously written several articles on school/public relations, became interested in conducting a similar study including the entire state of Virginia. The review of research and literature on school/public relations conducted by the researcher did not reveal any research or writings pertaining to the administration and organization of school/public relations programs in Virginia.

The questionnaire or research instrument (see Appendix C) was developed from the areas of investigation covered in the Educational Research Service's 1967 and 1971 surveys. The questionnaire included both open-ended and closed-ended responses. The questionnaire was critiqued by Dr. Gar Fairbanks, major professor to the researcher. Based on his comments, some items were consolidated, reshaped, or restated to eliminate redundancy and ambiguity. The questionnaire, along with a letter of transmittal, was mailed to the superintendent of each school division in Virginia. After fifteen working days, a second letter and a copy of the questionnaire were mailed to superintendents whose responses had not yet been received. From the 139 school divisions, 93 questionnaires were returned in varying states of completion.

ANALYSIS OF DATA

The returned questionnaires were divided into previously designated categories which were established on the basis of student enrollment in grades one through twelve. The following categories were established:

SCHOOL DIVISION CLASSIFICATION

Class A	5,000 students or less
Class B	between 5,001 and 10,000 students
Class C	between 10,001 and 20,000 students
Class D	between 20,001 and 49,999 students
Class E	50,000 or more students

The responses to each of the twenty-five items which comprised the questionnaire were tabulated and presented according to the various classifications of school divisions. The results were not statistically treated other than to ascertain a percentage response to the number of responses to each question. The responses were computed to present an overall description or status of the current public relations programs in Virginia public school systems. As stated in the letter of transmittal to division superintendents, no attempt was made to evaluate programs or make inferences relative to individual programs. The presentation and analysis of the data was presented in Chapter 4.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter the data compiled from the responses of 93 of the 139 school divisions was presented. The data was grouped to correspond to the twenty-five questions which composed the research instrument. The results were in turn analyzed according to the five classes of school divisions to present the status of school/public relations in Virginia public schools.

Responses received from 93 of the 139 school systems to which questionnaires were sent were distributed as follows:

School Division Classification

Enrollment Group	Questionnaires Sent	Replies Received
Class A (5,000 students or less)	85	51 (60.0%)
Class B (between 5,001 and 10,000 students)	30	23 (76.6%)
Class C (between 10,001 and 20,000 students)	12	9 (75.0%)
Class D (between 20,001 and 49,999 students)	10	8 (80.0%)
Class E (50,000 students or more)	2	2 (100.0%)
	139	93 (72.9%)

It should be noted that the term "public relations" was used throughout this chapter and in the questionnaire to cover all of those activities which were designed to inform the public about the schools' programs. The term "director," used when referring to the individual with this responsibility, was intended in a generic sense rather than to designate an administrative level.

Table A, displayed on the following page, showed the distribution of the replies by type of administrative arrangement reported -- a full-time PR director, an administrator who handled all PR functions, and other arrangements. The other arrangements reported included the division of PR responsibilities among several administrators.

TABLE A

Summary: Administration of Public Relations Programs in 93 School Systems

Administrative Arrangement	Number and Percent of School Systems Responding					
	Class A	Class B	Class C	Class D	Class E	Totals
Full-time PR Director	0(0.0%)	2(8.7%)	1(11.1%)	7(87.5%)	2(100.0%)	12(12.9%)
Part-time PR Director	10(19.6%)	7(30.4%)	3(33.3%)	0	0	20(21.7%)
Other Arrangements	41(80.4%)	14(60.9%)	5(55.6%)	1(12.5%)	0	61(65.4%)
TOTAL	51(100.0%)	23(100.0%)	9(100.0%)	8(100.0%)	2(100.0%)	93(100.0%)

As indicated in Table A, 12 (12.9%) of the 93 responding systems had a full-time public relations director. Twenty (21.7%) of the 93 responding systems reported having a part-time public relations director. Sixty-one (65.4%) of the 93 responding systems indicated "other arrangements" for handling public relations.

Part A: Systems with Full-Time Public Relations Directors

The data in this section was based on the responses from 12 systems which reported that they employed an individual whose only responsibility was in the area of public relations for the local school systems. This information was displayed separately as a means of presenting the status of full-time school/public relations directors.

Title. As stated in the Introduction, the term "public relations" was used in this study to denote the various duties connected with getting school information to the public. An examination of the actual designations or titles of full-time directors listed in Table B revealed, however, that many of the 12 systems attached designations other than "public relations" to these functions.

TABLE B

Summary: Specific Designations in Titles of Full-Time Public Relations Directors by Frequency of Designations

Specific Designations	Number of Directors					
	Class A	Class B	Class C	Class D	Class E	Totals
Information (Public, Education, Information Services)			1	4	1	6
Community Relations		1			1	2
Public Relations				1		1
Communications		1				1
Information and Public Relations				1		1
Information and Communications				1		1

Length of Contract Year. Eleven of the 12 full-time directors indicated 12-month employment. One full-time director in a Class B school system indicated 11-month employment.

Salaries. Salaries for the 12 full-time directors varied. The salaries received for performing full-time public relations duties were listed in Table C.

TABLE C

Summary: Salaries Paid 12 Full-Time Public Relations Directors

Key: H = High Salary L = Low Salary A = Average Salary

Class A				
Class B	20,700 20,500	H = 20,700	L = 20,500	A = 20,600
Class C	20,700	H = 20,700	L = 20,700	A = 20,700
Class D	11,500 14,750 17,000 17,000 17,007 21,000 21,000	H = 21,000	L = 11,500	A = 17,036
Class E	14,400 24,400	H = 24,400	L = 14,400	A = 19,400

Immediate Supervisor. Ten (83.3%) of the 12 full-time directors reported directly to the superintendent. Two (16.6%) reported either to an assistant or deputy superintendent.

Requirements for the Position. Eleven (91.7%) of the 12 full-time respondents indicated that formal requirements or preferences in qualifications had been established for the position, although only 4 (33.3%) enclosed documents stating these requirements. Of the 4 systems which enclosed documents containing the requirements for public relations director, only one contained the job responsibilities, educational qualifications, professional qualifications, and general skills.

Qualifications and Characteristics of Full-Time, Incumbent PR Directors

In addition to the requirements established for the position, the research instrument solicited the qualifications of the incumbent in the position. Table D, listed below, reported by system classification the professional and personal characteristics of the 12 full-time PR directors.

TABLE D

Summary: Professional/Personal Characteristics of 12 Full-Time PR Directors

Professional/Personal Characteristics	Number and Percent of PR Directors Responding by System Classificati					
	Class A	Class B	Class C	Class D	Class E	Totals
Education						
No Degree					1 (33.3%)	1 (5.0%)
Bachelor's		2 (50.0%)		8 (63.6%)	1 (33.3%)	11 (56.0%)
Master's		2 (50.0%)		4 (36.4%)	2 (33.3%)	8 (39.0%)
Doctorate						
Experience						
Teaching		2 (66.7%)	1 (33.3%)	3 (15.8%)		6 (20.7%)
Admin./Supv.		1 (33.3%)		3 (15.8%)		4 (13.8%)
School PR				1 (5.3%)		1 (3.4%)
Other PR				3 (15.7%)	2 (50.0%)	5 (17.3%)
Newspaper/ magazine			1 (33.3%)	3 (15.7%)	1 (25.0%)	5 (17.3%)
Radio/TV				4 (21.2%)	1 (25.0%)	5 (17.3%)
Other			1 (33.3%)	2 (10.5%)		3 (10.2%)
Years in Present Post						
1 or less		1 (50.0%)	1(100.0%)	3 (42.8%)		5 (41.7%)
2 to 3		1 (50.0%)		1 (14.3%)		2 (16.7%)
4 to 5					1 (50.0%)	1 (8.3%)
6 to 7				2 (28.6%)	1 (50.0%)	3 (25.0%)
10 to 24				1 (14.3%)		1 (8.3%)
Sex						
Male		1 (50.0%)	1(100.0%)	5 (71.4%)	2(100.0%)	9 (75.0%)
Female		1 (50.0%)		2 (28.6%)		3 (25.0%)
Age						
21-30			1(100.0%)	2 (28.6%)		3 (25.0%)
31-40					1 (50.0%)	1 (8.3%)
41-50		1 (50.0%)		4 (57.1%)		5 (41.7%)
51-60		1 (50.0%)		1 (14.3%)	1 (50.0%)	3 (25.0%)
Over 60						

Highest Degree Held. As indicated in Table D, only 1 of the responding full-time directors did not have an academic degree. Eight of the respondents held master's degrees; none of the respondents reported having a doctorate. The fields represented by these degrees were varied. Categorized by field, there were 4 bachelor's degrees in journalism, 3 in English education, 2 in education (no specialization indicated), 1 in religion, and 1 in economics. Of the 8 Master's degrees, 2 were in journalism, 3 in educational administration, 1 in psychology, 1 in speech and drama, and 1 in political science.

Experience. The experience reported by the full-time directors was wide and varied. Seven of the 12 reported having had public school teaching experience. Five of the directors had 1 year or less experience in their present positions. Two had between 2 and 3 years experience in their present positions. One had 5 years experience while 4 reported better than 6 years experience in their present positions. Four of the full-time directors reported having had educational administrative or supervisory experience. Eight of the full-time directors indicated having a strong public relations background. Their experience included newspaper, magazine, and radio/TV public relations work.

Sex. Three (25.0%) of the full-time positions were reported to be held by women. The positions held by women were also the most recently created school public relations programs based on the reported data. Nine (75.0%) of the full-time positions were held by males.

Age. Three of the directors were less than age 30. Eight of the directors were over age 40. Three of the eight were age fifty or over.

Duties and Roles of Full-Time PR Director and Staff

In 11 of the 12 systems which reported a full-time director, a formal, written job description was indicated. Only 4 systems forwarded copies of the description and so diverse in format and wording were the 4 that a tabulation of the responsibilities did not present a clear, concise indication of the duties. However, questions 11, 12, and 13 on the research instrument solicited information on the roles and duties of the full-time public relations director.

Duties. Information on the responsibilities of the PR director was solicited by means of a checklist on the questionnaire. Respondents were asked to indicate whether each of 21 duties was a major responsibility, a minor or shared responsibility, or not a responsibility of the PR unit. Table E, on page 32 reported the responses to this question.

Seven duties were checked as major responsibilities by 50 percent or more of the PR directors -- press releases; press, radio, and TV contacts; community newsletters; staff newsletters and publications; photographic services; special projects, and editorial services. Seven responsibilities were checked as minor or shared by 50 percent or more of the directors -- inservice training; preparation of audiovisual materials; assessment of public attitudes; development of teacher recruitment materials; school contact with civic groups; handling citizen inquiries and complaints, and disseminating information on federal projects. Three duties were checked as "not the responsibility of the director" by 50 percent or more of the PR directors -- updating and distributing corrections to system policy manual; supervising duplicating and printing operations, and preparing minutes of school board meetings for publication.

TABLE E

SUMMARY: DUTIES AND RESPONSIBILITIES OF FULL-TIME PUBLIC RELATIONS DIRECTORS, 12 RESPONDING SCHOOL SYSTEMS

Public relations functions	Percent of PR directors reporting degree of responsibility for each function														
	MAJOR responsibility of the director					MINOR responsibility of the director					NOT a responsibility of the director				
	Class B	Class C	Class D	Class E	Total	Class B	Class C	Class D	Class E	Total	Class B	Class C	Class D	Class E	Total
Writing press releases	100%		100%	100%	75%		100%			25%					0
Press, radio, and TV contacts	100	100	100	100	100					0					0
Community newsletter or publications	100	100	100	100	100					0					0
Staff newsletter or publications	50	100	100	100	88	50				12					0
Superintendent's annual report		100	20	50	43				50	12	100		80		45
Preparing summary of school board minutes for publication			57	50	27	50		29		20	50	100	14	50	53
Speaker's bureau	50		20	100	42		100	60		40	50		20		18
Photographic services	50	100	50	50	62			50	50	25	50				13
Inservice training for school staffs		100	33		34	100		50	50	50			17	50	16
Election and bond referenda campaigns		100		50	37	50		67	50	41	50		33		22
Special projects (e.g. Amer. Educ. Week)	50	100	50	50	63	50		50	50	37					0
Editorial and/or production services for central staff office		100	40	100	60	100		40		35			20		5
Preparation of audiovisuals for PR work			17		4	100	100	83	100	96					0
Assessment of public attitudes and opinions			17		4	50	100	66	100	79	50		17		17
Development of teacher recruitment mat.					0	50		100	100	63	50	100			37
Supervision of duplicating or printing oper.			17		4		100	33	50	46	100		50	50	50
Writing speeches, reports, or papers for central office staff		100	29	50	45			57	50	27	100		14		28
School contact with community, civic, or service groups			14		4	100	100	72	100	92			14		4
Handling of citizen inquiries and complaints				50	12	100	100	83	50	84			17		4
Dissemination of information on federal projects			14		3	50		72	100	57	50	100	14		40
Updating and distributing corrections to system policy manual			17		4		100	3	50	46	100		50	50	50

Relationship with Principals on PR Matters

To learn the role of the full-time PR director in matters pertaining to community relations of individual schools and the relationship and responsibilities toward principals, respondents were given a checklist of possible responsibilities and asked to check all those statements which were true of their situations. Table F, listed below, showed by percentage the responses of the 12 respondents by system classification.

TABLE F

Summary: Relationship and Responsibilities Toward Principals, as Seen by 12 Full-Time PR Directors

Role of PR Director	Percent of PR Directors Reporting Relationships					
	Class A	Class B	Class C	Class D	Class E	Totals
Provides consultant services to principals		20%	25%	26%	25%	24%
Holds regular PR briefings for principals		20%	--	7%	--	7%
Conducts inservice training for principals		--	--	11%	13%	6%
Encourages principals to develop PR Stories		20%	25%	19%	25%	45%
Solicits news items from principals on a regular basis		20%	25%	22%	25%	23%
Helps prepare school staff bulletin		20%	25%	11%	12%	17%
Has principals refer all PR matters to him		--	--	4%	--	1%
No direct contact with principals unless crisis arises		--	--	--	--	--

As was shown in Table F, only one percent of the respondents indicated that they asked principals to refer PR matters to them. Forty-five percent of the PR directors encouraged principals to develop PR stories.

Relationship with School System Groups

The research instrument listed seven organized groups which exist in many, if not most, school systems and respondents were asked to indicate their role or relationship to each of the listed groups. The categories of relationship suggested - - member, advisor, observer, other, or none - - were intended to convey a degree of participation in the decision making of the group.

The percentages of responses which indicated a particular relationship were shown in Table G listed below. The last column showed the percent which reported no comparable group in the system.

TABLE G

Summary: Relation of PR Director to School System Groups

Group	Member	Advisor	Observer	Other	None
Board of Education	---	73%	9%	9%	9%
Administrative Cabinet	55%	36%	9%	---	---
Curriculum Council	18%	27.5%	18%	9%	27.5%
Special Projects Staff	36%	55%	---	---	9%
Citizens Advisory Groups	18%	82%	---	---	---
Teachers' Organizations	---	17%	25%	.08%	50%
Administrators' Organizations	33%	17%	8%	17%	25%

The number of full-time PR directors reporting membership on the administrative council or cabinet was 55 percent. None of the PR directors indicated or reported membership in teachers' groups or associations. Seventy-three percent of the PR directors held an advisory position on boards of education.

Status of the PR Unit

Personnel. The respondents were asked to comment on the sizes of their PR staffs. The 12 full-time directors reported a total of 21 full-time employees assigned to the PR unit. This number was composed mainly of clerical/secretarial personnel.

Budget. Seven full-time PR directors reported a line item in the school budget for 1975-1976 specifically for school/public relations. Five of the directors reported the actual figure or amount of their budget. The amount of these budgets in order of increasing size were: $3,000 (Class D), $14,500 (Class C), $20,000 (Class D), $34,800 (Class E), and $161,700 (Class E).

Part B: Systems without Full-Time Public Relations Directors

Of the 93 questionnaires returned, 81 respondents indicated that they did not employ an individual who devoted full-time to public relations activities. Twenty (24.7%) respondents indicated that in their school systems, public relations activities or duties, in addition to other responsibilities or administrative duties, were assigned to one individual. The remaining 61 (75.3%) reported a number of other arrangements for handling public relations activities, including dividing these responsibilities among several individuals who also had other administrative duties.

Status of the Part-Time PR Directors

Among the 20 part-time PR directors identified by this study, the greatest percentage were reported to be superintendents; 5 or 25 percent reported this title. The next largest groups, 4 or 20 percent and 4 or 20 percent, were administrative assistants and assistant superintendents. Directors of research, 3 or 15 percent, composed the next group. 20 percent held various titles including general supervisor, director of special programs, director of personnel and communications, and director of visiting teachers.

The average proportion of time devoted to public relations, as reported by 7 of the part-time directors, was 31.4 percent. Only two of the part-time directors devoted greater than 50 percent of their time to public relations activities. The actual percentages reported ranged from 5 to 80 percent.

The salaries of the part-time directors varied from a high of $22,300.00 for superintendents to $10,600.00 paid to a director. The average salary for part-time directors was $14,781.29.

Two (10 %) of the part-time directors were women. Eighteen (90 %) of the part-time directors were men. This compared to 3 (25 %) for female full-time PR directors and 9 (75 %) for male full-time directors.

Duties of Part-Time PR Directors

As was the case with full-time directors, part-time directors were provided a list of duties and were asked to indicate whether each duty was a major responsibility, a minor or shared responsibility, or not a responsibility of the PR director or unit. The percentages of the 20 part-time directors who indicated a degree of responsibility for each duty were tabulated in Table H on page 37. Community newsletters, staff newsletters, press releases, and press and radio contacts were listed as major responsibilities by over 50 percent of the respondents. Writing press releases, writing speeches for central office personnel, providing editorial services for central office personnel, providing inservice training for school personnel, assessing public attitudes and feelings, serving as the school system's contact with civic groups, handling citizen inquiries and complaints, and distributing information on federal programs were listed as minor or shared responsibilities by 50 percent of the respondents.

TABLE H

Summary: Responsibilities of 20 Part-time PR Directors

Public Relations Functions	Percent of Part-time PR Directors Responding		
	MAJOR responsibility of the PR director	Minor responsibility of the PR director	Not a responsibility of the PR director
Community newsletter or publications	50.0%	21.4%	28.6%
Staff newsletter or publications	53.3	26.7	20
Superintendent's annual report	40.0	27.6	32.4
Updating system's policy manual	47.0	41	12
Writing press releases	50.0	50	---
Press, radio, and TV contacts	57.1	42.9	---
Election and bond referenda campaigns	23	38.5	38.5
Speakers bureau	27.2	18.1	54.7
Writing speeches, reports, or papers for central office staff	7.1	64.3	28.6
Editorial and/or production services for central office staff	15.3	61.7	23
Inservice PR training for school staff	15.3	61.7	23
Assessment of public attitudes and opinions	23	69	8
School contact with community, civic, or service groups	11.8	88.2	---
Handling of citizen inquiries and complaints	13.3	86.7	---
Development of teacher recruitment materials	28.6	57.1	14.3
Special projects (e.g., American Education Week)	---	83.3	16.7
Dissemination of information on federal projects	16.6	66.8	16.6
Supervision of duplicating or printing press	8.3	66.7	25
Photographic services	16.6	50	33.3
Preparation of audiovisuals for PR projects	13	67	20
Preparing a summary of school board minutes for publication	63.6	---	36.4

To learn the role of part-time PR directors in matters pertaining to community relations of individual schools and the relationship and responsibility toward principals, respondents were given a checklist of possible responsibilities and asked to check all those statements which were true of their situation. Table I, listed below, shows the percentage breakdown of the responses.

TABLE I

Summary: Relationship and Responsibilities Toward Principals, as Seen by 20 Part-Time PR Directors

Role of PR Director	Percent Reporting
Provides consultant services to principals as they request them	80%
Holds regular PR briefings for principals	20
Conducts inservice PR training for principals	20
Encourages principals to develop PR stories/pictures as they see fit	65
Solicits news items from principals on regular basis	65
Helps prepare school staff bulletin	30
Has principals refer all PR matters directly to him	20
Has no direct contact with principals unless crisis arises	0

The above data, when compared with Table F on page 9, shows that a larger percentage of part-time directors than full-time directors regularly contacted principals for newsworthy items. Also a greater percentage of part-time PR directors than full-time directors encouraged principals to develop their own PR programs. None of the part-time directors, however, indicated that they had no contact with principals until a crisis situation existed.

Other Arrangements for Handling Public Relations Activities

The "other arrangements" reported by 61 school systems in the survey ranged from a "division of labor" arrangement in which many of the public relations responsiblities listed in Tables E and F were specifically assigned to individual central office administration to situations in which there were no elements of a formal public relations program. In the latter situations, either the superintendents or principals handled public relations activities as needed. Many of the Class A school systems cited their small size as a reason for not having or needing a formal public relations program. Many of the respondents reported the autonomy of administrators to handle, as they saw fit, any public relations activities relating to their specialties.

Part C: Characteristics of Public Relations in Virginia School Systems

In addition to soliciting information as to the administration of school/public relations programs, the research instrument contained 10 questions designed to collect information which would provide additional insight regarding school/public relations in Virginia. The questions dealt with philosophy, organization, decision-making, internal and external communications, planning, and evaluation. The responses to these questions were developed in this section.

PR Duties. Respondents were asked individuals in their systems who had specific PR duties or responsibilities and, therefore, were formally involved in the system's PR program. The responses to this question were displayed in Table J on the following page. Regardless of school class or category, principals were listed more often followed by supervisors, teachers, non-instructional personnel, students, and departmental chairpersons as having had specific PR responsibilities.

TABLE J

Summary: School Personnel Having Specific PR Responsibilities

Categories of School Personnel	Percentage of Respondents Reporting					
	Class A	Class B	Class C	Class D	Class E	Totals
Principals	35.0%	31.7%	25.9%	25.0%	33.3%	30.2%
Supervisors	30.7	31.7	22.3	22.2	33.3	28.1
Students	8.1	8.3	11.1	6.0	----	6.7
Teachers	12.1	15.0	11.1	15.6	16.7	14.1
Non-instructional personnel	6.1	1.7	7.4	9.6	16.7	8.3
School/community consultants	2.0	1.7	11.1	9.6	----	4.8
Departmental chairpersons	4.0	6.7	11.1	6.0	----	5.6
Grade level chairpersons	2.0	3.2	----	6.0	----	2.2
Number of Responses by School System	34/51	20/23	7/9	6/8	2/2	100.0%

Organizational Patterns. The research instrument contained a question designed to determine the organizational pattern which best described the school system's public relations program. The choices included a centralized plan characterized by a chief administrator and immediate line and staff personnel, a decentralized plan consisting of the building principal and a staff responsible for PR activities, and a coordinated plan which combined features from the first two plans. The tabulated results were displayed in Table K shown on the following page. 71.1 percent of the respondents identified the coordinated plan as the organizational plan or pattern which best described their systems' PR programs.

15.2 percent identified the centralized plan, followed by 13.7 percent who identified the decentralized plan as the organizational pattern or plan which best described their systems' PR programs.

TABLE K

Summary: Organizational Patterns of PR Programs

Types of Organizational Pattern	Percentage of Respondents Reporting					
	Class A	Class B	Class C	Class D	Class E	Totals
Centralized Plan	17.9%	33.3%	- - -	25%	- - -	15.2%
Decentralized Plan	25.6	14.3	28.6	- - -	- - -	13.7
Coordinated Plan	56.5	52.4	71.4	75	100	71.1
Number of Systems Responding	39/51	21/23	7/9	8/8	2/2	100.0%

Philosophy of Public Relations. The respondents were asked to identify their school system's philosophy of public relations. The research instrument listed four possible choices. The first choice described, for all intended purposes, a public information program characterized by "one-way" communication. This choice essentially involved the school system telling its publics what they (the school) wanted or thought the public wanted to know about the schools. The second choice described a public relations program characterized by "two-way" communications. This choice viewed public relations as a planned, active program which involved the school and the community. The third choice stated that neither philosophical definition adequately described their system's philosophy of public relations. The fourth choice stated that both definitions were needed to adequately define their system's philosophy of public relations. The tabulated results were displayed on the following page in Table L.

74.3 percent of the respondents selected the second definition as the one which best described their system's philosophy of public relations meaning that the majority of school systems responding had a planned, active public relations program which involved the school and the community working together. 12.8 percent of the respondents stated that their system's public relations program was best described as a public information program. 11.6 percent of the respondents stated that neither definition adequately described their system's philosophy of public relations. 1.3 percent of the respondents stated that both definitions were needed to adequately define their system's philosophy of public relations.

TABLE L

Summary: School Systems' Philosophy of Public Relations

Philosophical Definition	Percentage of Respondents Reporting					
	Class A	Class B	Class C	Class D	Class E	Totals
Public relations essentially involves telling the public what we want them to know about the schools. The program is, for all intended purposes, a public information program employing newsletters and publicity campaigns as necessary.	22.8%	30.5%	11.1%	- - - -	- - - -	12.8%
Public relations is a planned, on-going process involving school personnel and the community in an effort to develop "two-way" communication in an attempt to attain understanding and support for public education.	56.3	60.9	66.7	87.5	100.0	74.3
Neither is adequate.	18.8	4.3	22.2	12.5	- - - -	11.6
Both are applicable.	2.1	4.3	- - - -	- - - -	- - - -	1.3
Number of Systems Responding	48/51	23/23	9/9	8/8	2/2	100.0%

Definition,Policy,Organization, and Purpose of PR. The research instrument contained a question which pertained to the definition,policy, organization, and purpose of public relations. The respondents were asked to indicate, either by "yes" or "no", the existence of these factors in the various school systems. The tabulated results of the respondents were listed below in Table M.

TABLE M

Summary: Definition,Policy,Organization, and Purpose of Public Relations

PR Factors	Percentage of Respondents Reporting											
	ClassA		ClassB		ClassC		ClassD		ClassE			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Totals	
The school system has established policy or written guidelines pertaining to school/public relations.	41.6%	58.4	30.4%	69.6	44.4%	55.6	75.0%	25.0	100.0%	-----	58.3%	41.7
The policy includes the purposes of the public relations program.	39.6	60.4	21.7	78.3	44.4	55.6	75.0	25.0	100.0	-----	56.3	43.7
The policy identifies the roles to which public relations authority is delegated and clearly indicates the extent of authority delegated.	31.3	68.7	13.0	87.0	33.3	66.7	50.0	50.0	100.0	-----	45.5	54.5
The policy statement is published in the personnel handbook or policy manual which is available or accessible to the entire staff.	39.6	60.4	30.4	69.6	33.3	66.7	62.5	37.5	100.0	-----	53.2	46.8
Number of Systems Responding	48/48		23/23		9/9		8/8		2/2		53.3	46.7

On the average, 53.3 percent of the systems responded in the affirmative to the four factors. 58.3 percent of the respondents indicated that their systems had established policy or guidelines pertaining to school/public relations. Only 45.5 percent indicated that the authority for PR had been delegated and the extent to which the authority was delegated.

Long Range PR Planning. The research questionnaire contained a question which dealt with long-range planning. Respondents were asked to indicate if their school division had a long-range public relations planning group or committee. Fifteen of the 93 reporting systems (16.1%) indicated the existence of a long-range public relations planning group or committee. By school division classification, 8 of 48(16.7%) Class A school systems indicated a long-range public relations group or committee, followed by 2 of 23(8.7%) Class B systems, 1 of 9(11.1%) Class C systems, 4 of 8(50.0%) Class D school systems, and 0 of 2(0.0%) Class E systems.

Internal Communication. Internal communication is an important part of a public relations program. The research instrument contained a question designed to determine the amount and extent of internal communication within each school division. The tabulated results were shown in Table N on page 45. The question was concerned with identification of internal groups, inservice training in PR for internal groups, communication with internal groups, and feedback from internal groups.

External Communication. An effective public relations program utilizes numerous avenues for communication with the public(s). The research instrument contained a question designed to determine the parameters of external communication exhibited by the various school divisions. The tabulated results were shown in Table O on page 46. The question dealt with the identification of the external publics, requests of information from external groups, contact persons within external groups, and feedback from the various external groups.

TABLE N

Summary: Internal Communication and Public Relations

Internal Factors	Percentage of Respondents											
	ClassA		ClassB		ClassC		ClassD		ClassE			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Total	
Individuals and groups (or roles) to which the public relations unit must relate have been identified within each unit of the organization.	40.0%	60.0	34.8%	65.2	22.2%	77.8	55.6%	44.4	50.0%	50.0	40.5%	59.5
The public relations unit contacts each of the designated individuals and groups on a regular basis.	26.7	73.3	43.5	56.5	22.2	77.8	66.7	33.3	50.0	50.0	35.1	64.9
The public relations unit conducts inservice training, formal and informal, intended to assist the specified unit respesentatives in understanding, valuing, and using public relations.	26.7	73.3	21.7	78.3	11.1	88.9	66.7	33.3	0	100.0	25.2	74.8
The public relations unit regularly surveys the staff of the organization to establish information needs and priorities.	23.3	76.7	43.5	56.5	44.4	55.6	44.4	55.6	100.0	0	35.7	64.3
The public relations unit has designated liaison representatives from each major unit of the organization to insure coverage of those units.	36.7	63.3	52.2	47.8	33.3	66.7	55.6	44.4	44.4	0	35.7	64.3
The public relations unit solicits through formal and informal means (surveys, suggestion boxes, personal contacts, etc.) feedback on its activities, its products, and its purposes, with focus on internal communications.	53.3	46.7	43.5	56.5	33.3	66.7	77.8	22.2	100.0	0	61.6	38.4
The public relations unit publishes an informational newsletter for school personnel.	30.0	70.0	56.5	43.5	44.4	55.6	77.8	22.2	100.0	0	61.7	38.3
Number of Systems Responding	34/51		23/23		8/8		9/9		2/2		44.4	55.6

TABLE O

Summary: External Communication and Public Relations

External Factors	Percentage of Respondents										
	ClassA		ClassB		ClassC		ClassD		ClassE		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Totals
Individuals and groups external to the organization to which the public relations unit must relate have been identified.	76.9%	23.1	62.5%	37.5	80.0%	20.0	87.5%	12.5	100.0%	0	68.9% 31.1
The public relations unit communicates with or otherwise contacts each of the identified individuals and groups at least monthly and on special occasions.	38.5	61.5	31.3	68.3	80.0	80.0	75.0	25.0	50.0	50.0	55.0 45.0
The public relations unit makes periodic studies of information requests from external sources.	57.7	42.3	37.5	62.5	100.0	0	62.5	37.5	0	100.0	51.5 48.5
The public relations unit has identified community media and has identified contact persons within each media.	76.9	23.1	87.3	12.5	100.0	0	100.0	0	100.0	0	92.8 7.2
The public relations unit has systematically identified community organizations and individuals who have the potential to assist the organization.	76.9	23.1	75.0	25.0	80.0	20.0	87.5	12.5	100.0	0	83.9 16.1
The public relations unit solicits through formal and informal means (surveys, personal contacts, etc.) feedback on activities, its products and its purposes with focus on external communications.	76.9	23.1	43.4	56.6	80.0	20.0	62.5	37.5	100.0	0	72.6 27.4
The public relations unit regularly publishes an informational newsletter for the community.	42.3	57.7	25.0	75.0	100.0	0	75.0	25.0	100.0	0	68.5 31.5
Number of Systems Responding	26/51		16/23		5/9		7/8		2/2		70.5 29.5

With respect to internal communication, 40.5 percent of the respondents indicated that the internal groups to which public relations should be directed had been identified. 35.1 percent of the respondents indicated that they contacted or communicated with these individuals on a regular basis. Only 25.2 percent of the respondents reported conducting inservice PR training for the internal groups or publics. 35.7 percent of the respondents indicated that they surveyed their internal public to determine information needs and priorities. 61.6 percent of the respondents indicated that they solicited feedback from the internal public with respect to public relations. 61.7 percent indicated the publishing of an informational newsletter for school personnel.

Externally, 68.9 percent of the respondents indicated that their external publics had been identified. 55.0 percent indicated communication or contact with the external publics on a regular basis or special occasions. 51.5 percent of the respondents indicated the use of periodic studies to determine the sources of requests from the external publics for information. 92.8 percent stated that community media sources and media contacts had been identified. 83.9 percent of the respondents indicated that community organizations and individuals having the potential to assist the school division had been identified. 72.6 percent indicated the solicitation of feedback with focus on external communication. 68.5 percent stated that they published an informational newsletter for distribution to the community.

Evaluation of PR. The respondents were asked to indicate if, and to what extent and frequency, their PR programs were evaluated. The tabulated results of the respondents were listed in Table P on the following page.

TABLE P

Summary: Evaluation of Public Relations Programs

Evaluation Factors	Percentage of Respondents										
	ClassA		ClassB		ClassC		ClassD		ClassE		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Totals
The public relations unit evaluates its activities in relation to its operational plan and the dictates of sound practice on a continuing basis.	51.9%	37.1	46.7%	53.3	60.0%	40.0	75.0%	25.0	100.0%	0	66.7% 33.3
The public relations program, its objectives, and the degree of attainment of those objectives are evaluated in relation to the organization and its environment at least once annually.	45.8	54.2	60.0	40.0	40.0	60.0	62.5	37.5	100.0	0	57.5 42.5
The staff (or membership) of the organization is consulted in establishing criteria on which to base evaluations.	45.8	54.2	46.7	53.3	40.0	60.0	50.0	50.0	50.0	50.0	46.5 53.5
The public relations unit performs a periodic analysis of all feedback with the purpose of evaluating the mission, objectives, activities, and products of the unit.	45.8	54.2	40.0	60.0	40.0	60.0	37.5	62.5	50.0	50.0	42.7 57.3
The public relations unit utilizes feedback continuously to modify its operations as necessary.	62.5	37.5	53.3	46.7	40.0	60.0	50.0	50.0	100.0	0	61.7 38.3
The public relations unit periodically solicits suggestions and criticisms from both its internal and external publics.	70.8	29.2	80.0	20.0	60.0	40.0	75.0	25.0	100.0	0	77.2 22.8
Number of Systems Responding	24/51		15/23		5/9		8/8		2/2		58.7 41.3

With respect to evaluation, 66.7 percent of the respondents indicated that their systems' public relations activities were evaluated. 57.5 percent reported that evaluation was conducted on a yearly basis. 77.2 percent reported the solicitation of suggestions and criticisms from both internal and external publics.

Crisis Situations. The research instrument contained a question pertaining to the public relations aspects of crisis situations. With respect to crisis situations, 22 school divisions(23.7%) indicated that they had a crisis-situation plan.

Help from Colleges/Universities. Respondents were asked to identify ways in which colleges and universities could help present and future administrators learn to work more effectively with school/public relations. Respondents identified the following as being ways that colleges and universities could help improve school/public relations:

Possible Endeavors	Percentage Response
No help needed;Administrators are doing an adequate job	.1
Public relations courses taught by education professors	16.2
Public relations courses taught by journalism professors	13.4
Short-term, on-campus workshops or seminars	27.9
Special inservice programs held in local school districts	28.4
Special courses in news writing for educators	12.3
Others	1.7
	100.0% 71/93

Special short-term, on-campus workshops and inservice programs held in local school districts were selected as the best ways colleges and universities could help improve school/public relations. Many of the respondents reported a need for courses taught by practitioners.

Respondents' Comments Concerning Public Relations. Respondents were asked to add any pertinent information or comments they had concerning school/public relations. In addition, respondents were asked to detail any changes which had occurred in their systems' PR program/policy since 1970. The comments, minus school system identification, were listed below.

> "Public relations is what opinions and attitudes develop as a result of what the public sees happening in schools, either first hand or through the eyes of students and others. All employees are employed to do and make things happen, not to spend their time on publicity or writing news articles."
>
> "We have intensified efforts to inform the public and to involve them in school planning and policy making."
>
> "This survey does not really relate to a small system that has no PR unit, etc. The questions in many cases did not apply."
>
> "Inadequate PR programs are a way of life in public education. PR budgets have been accepted practice in business for many years."
>
> "A small school division requires a few people to work in many areas. Specific time allotments are not easy to make under these conditions."
>
> "Newsletter started in county in 1973-74."
>
> "A planned and well organized PR program is what we desperately need - we do not have it now."
>
> "Local school boards need to recognize that good public relations programs demand funds to employ people to carry out such a function."
>
> "The responses listed herein may not be pertinent to your study. This is a small school system where principals are free to conduct PR programs except for items having implications for the entire system."

"As you can see in an organized way we are about zero - we do a little if there is a specific need."

"No organized PR - some PR activities are carried on as the need may arise."

"We are a new school division having split from [deleted] county. Therefore, our public relations program has not been developed."

"Our school division contains four schools and because of our size we are able to operate in a less formalized, less compartmentalized fashion than would be otherwise possible."

"PR is the most important single element of a good education program."

"Prior to 1970 we had no one person delegated to do this job. This questionnaire has been answered with the specific job in mind, realizing that all employees of a school system are concerned with public relations, either good or bad. Each individual school serves its community in a way no one else can."

"As stated before, small school divisions cannot afford budget wise to have separate personnel for all areas of administration as can be done in larger divisions."

"Although no formal PR organization exists, the feedback from the publics is quite speedy in this rural area. The idea of parental visitation to our schools is encouraged and the visiting parents act as excellent community relations people."

"We recognize a real need for a better public relations program. It is talked about but (we) are never able to implement it. We are only able to take care of problems as they arise along with doing the regular routine of our work."

"There is a great need for public relations training. I've suggested some in-service training topics to the superintendent's advisory group."

"Our formal public relations program could stand a lot of work. I'm afraid we are labeled as catch can."

"We have this year begun a formal PR program. Just last month I was assigned the PR function and few things have been accomplished to date."

"This is the first time we have attempted any formal PR program. I have been in the job three days. No formal guidelines have been set.

"[Deleted] city school board is presently developing a formal public relations unit within the division. At the time of this survey our structure in that area has not become totally clear, but definite patterns should be established by the fall of 1975."

"I've found that many PR programs are geared too much to the "crisis situation" and "defending the company." Whereas one must be aware of properly defending his organization, effective PR programs must be positive in nature, or your total effort will be futile."

"[Deleted] school system was formed from the merger of [deleted] county and city. Policies and procedures are under revision to place higher priority on public relations."

"This questionnaire has been answered from the perspective of our first year with a person specifically assigned to the position of PR director. Our perspective will change as we work with a functioning PR department."

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Public education in the United States has resulted from the monetary and moral support rendered by its citizens. Since public support was vital to any public school system, schools could not afford to withdraw or exist apart from the community. The better the public understood the purposes, needs, and goals of its public schools, the greater the probability of public support for the schools. Promoting understanding and support called for the development and use of an effective, active public relations program which provided for interaction and two-way communication between the various publics and the school.

SUMMARY OF THE STUDY

The purpose of the study was to examine and determine, through survey research, the characteristics of school/public relations programs in Virginia in terms of their organization and administration. Specifically, the study:

1. Determined the number of systems, as reported by superintendents of Class A,B,C,D, and E school systems, which had established public relations programs
2. Ascertained the number of school divisions with full-time and part-time public relations administrators or directors
3. Gathered information relative to how public relations programs in the various Virginia school systems were designed, organized, administered, staffed, financed, and evaluated.

This research examined and reported on the organization and administration of school/public relations in Virginia public school systems. The study involved

the collection and analysis of data supplied by school officials in the various school divisions in the state of Virginia. A survey questionnaire composed of twenty-five questions was sent to the superintendents of each school division in Virginia to ascertain how the school/public relations programs in the various Virginia school divisions were designed, organized, administered, staffed, financed, and evaluated. The responses to the survey instrument were compiled and reported to present an overall description of the current status of public relations programs in Virginia public schools.

The study was limited to: (1) the Commonwealth of Virginia, (2) questionnaires sent to the one hundred thirty-nine school division superintendents in Virginia, (3) an ERIC search, including RIE and CIJIE, of the topics "School Public Relations" and "Community Resources in Education," (4) books, periodicals, and research specifically concerned with school/public relations, and (5) the return of questionnaires received after three mailings. The study involved a period of time which spanned from July, 1975, to December, 1975.

The returned questionnaires were divided into previously designated categories which were established on the basis of student enrollment in grades one through twelve. The following categories were established:

SCHOOL DIVISION CLASSIFICATION	
Class A	5,000 students or less
Class B	between 5,001 and 10,000 students
Class C	between 10,001 and 20,000 students
Class D	between 20,001 and 49,999 students
Class E	50,000 or more students

The responses to each of the twenty-five items which comprised the questionnaire were tabulated and presented according to the various classifications of school divisions. The results were not statistically treated other than to ascertain a percentage response to the number of responses to each question. The responses were computed to present an overall description or status of the current public relations programs in Virginia public school systems. As stated in the letter of transmittal to division superintendents, no attempt was made to evaluate programs or make inferences relative to individual programs.

Responses were received from 93 of the 139 school systems. The returned questionnaires were distributed as follows:

School Division Classification

Enrollment Group	Questionnaires Sent	Replies Received
Class A (5,000 students or less)	85	51 (60.0%)
Class B (between 5,001 and 10,000 students)	30	23 (76.6%)
Class C (between 10,001 and 20,000 students)	12	9 (75.0%)
Class D (between 20,001 and 49,999 students)	10	8 (80.0%)
Class E (50,000 students or more)	2	2 (100.0%)
	139	93 (72.9%)

SUMMARY OF FINDINGS

The data was collected and analyzed. From the data collected, the following findings were reported.

1. Of the 93 responding school divisions, there were 12 full-time and 20 part-time public relations directors. Sixty-one school divisions reported "other arrangements" for handling public relations. Eleven of the 12 full-time PR directors were employed for 12 months with an average salary of $19,400.00. Nine of the full-time directors were men, with 11 of the 12 holding at least a bachelor's degree.

2. The 12 full-time PR directors reported press releases; press, radio, and TV contacts; community newsletters; staff newsletters and publications; photographic services; special projects; and editorial services as major responsibilities.

3. The full-time directors worked very closely with principals. Fifty-five percent reported membership on administrative councils or cabinets, while 73 percent of the full-time directors held advisory positions on boards of education.

4. Twenty part-time PR directors reported by the various school divisions devoted an average of 31.4 percent of their time to PR activities. The average salary for part-time directors was $14,781.29. Eighteen of the part-time directors were men. Community newsletters, staff newsletters, press releases, and press and radio contacts were listed as major responsibilities by 50 percent of the part-time PR directors.

5. Principals were listed most frequently as having specific PR responsibilities. They were followed in order of frequency by supervisors, teachers, non-instructional personnel, students, and departmental chairpersons.

6. Seventy-one percent of the respondents identified the coordinated plan as the organizational plan or pattern which best described their systems' PR programs.

7. Seventy-four percent of the respondents stated that their systems' philosophies of public relations were based on a planned, active public relations program which involved the school and the community working together.

8. Fifty-eight percent of the respondents indicated that their systems had established policies or guidelines which pertained to school/public relations.

9. The majority of the reporting school systems did not have long-range planning groups or committees for public relations.

10. Forty percent of the respondents indicated that the internal groups to which public relations should be directed had been identified. Thirty-five percent indicated that they contacted these individuals on a regular basis. Sixty-one percent reported publishing an informational newsletter for school personnel.

11. Sixty-eight percent of the respondents indicated that their external publics had been identified. Fifty-five percent indicated contact or communication with the external publics on a regular basis. Sixty-eight percent stated that they published an informational newsletter for distribution to the community.

12. Sixty-six percent of the respondents indicated that their systems' public relations activities were evaluated. Fifty-seven percent reported that evaluation was conducted on a yearly basis.

13. Twenty-two or 23.7 percent of the school divisions indicated that they had a crisis situation plan.

14. Special short-term, on-campus workshops and inservice programs held in local school districts were selected by the respondents as the best ways colleges and universities could help improve school/public relations. Many of the respondents reported a need for courses taught by practitioners of public relations.

15. Many of the existing PR programs had been formalized since 1973.

CONCLUSIONS

The following conclusions were drawn from a review of related research and literature and an analysis of data collected.

1. Insuring that the public was aware of and sensitive to the needs, problems, aims, goals, and directions of the schools was cited as an obligation and responsibility of educators.

2. Related research and literature indicated a need for a planned and coordinated effort on the part of public school officials to acquaint, inform, and involve the various publics with the needs, goals, purposes, and problems of education.

3. Promoting understanding and involvement called for the development and use of an effective, active public relations program which provided for interaction and two-way communication between the various publics and the school.

4. Educators were warned not to take public support for granted nor to assume that the public comprehends or approves all of the objectives and methods of education.

5. A school system is involved in public relations whether it tries to be or not. The convictions, opinions, and mental images held by the publics are the products of public relations planned or otherwise.

6. It was recommended that teacher training institutions develop courses of study which would better prepare teachers, prospective teachers, supervisors, and administrators to conduct and participate in school/public relations. It was also suggested that a study of public relations be incorporated into all education courses or that the development of courses directly related to public relations in education be instituted. From the findings of the study, there appeared to be a need for short-term and special on-campus workshops in public relations taught by practitioners.

7. The findings revealed a limited number of formal public relations programs in small and medium-sized school systems in Virginia. Likewise, in these systems, there were few individuals specifically charged with the responsibility for developing, coordinating, and implementing a public relations program.

RECOMMENDATIONS FOR FURTHER STUDY

1. A follow-up study with the same intended purpose should be conducted at some later date to ascertain growth, decline, or changes in school/public relations programs in Virginia public school divisons.

2. The research instrument should be reviewed to minimize misinterpretation or misunderstanding on the part of the respondents. In several cases, if the school system did not have formal public relations, the systems' respondents circled several of the questions as being "not applicable."

3. To provide a comprehensive and extensive study, a professional organization such as the Virginia Association of School Executives could serve as the catalyst to guarantee a higher rate of questionnaire return.

4. A study to determine the various public relations approaches used by Virginia school personnel to communicate with their various publics and the effectiveness of their approaches as perceived by school personnel should be undertaken.

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APPENDIXES

APPENDIX A

RESEARCH PROPOSAL

ADMINISTRATION AND ORGANIZATION OF PUBLIC RELATIONS PROGRAMS IN VIRGINIA PUBLIC SCHOOL SYSTEMS

A Research Proposal

Presented to

Dr. Gar Fairbanks

Professor of Education

Old Dominion University

In Partial Fulfillment

of the Requirements of

Education 536

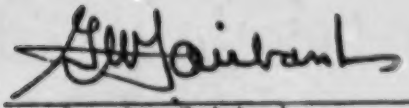
by

Thomas E. Pinelli

Summer 1975

RESEARCH TOPIC APPROVAL

The topic, "Administration and Organization of Public Relations Programs in Virginia Public School Systems," is hereby approved as a valid research problem for Education 536. Upon successful completion, three semester hours of graduate credit will be awarded in partial fulfillment of the requirements for the degree of Master of Science, with a concentration in Educational Administration and Supervision.



Dr. Gar Fairbanks
Major Professor

6/19/75
Date

Descriptive Study - Survey Research

A. Title

"Administration and Organization of Public Relations Programs in Virginia Public School Systems"

B. Statement of the Problem

Public education in the United States in general, and in Virginia in particular, is made possible by the monetary and moral support rendered by its citizens. Supported by public funds, schools cannot afford to withdraw or exist apart from the community. If the public schools are owned and their operations influenced by the people, educators bear the obligation and the responsibility of informing and involving the various publics in order to gain public support, understanding, and approval of school affairs. Promoting understanding and involvement calls for the development and use of an effective, on-going public relations program which provides for meaningful interaction and two-way communication between the various publics and the school.

Collectively, school systems have devised many effective ways of communicating with their patrons. The purpose of this study is to examine and determine, through survey research, the organization and administration of school/public relations in Virginia public school systems. A survey questionnaire will be sent to the superintendents of each school division in Virginia to ascertain how the public

relations programs in the various Virginia school systems are designed, organized, administered, staffed, financed, and evaluated. The intended purpose of the study will be to present a current description of school/public relations presently existing in the Virginia public school systems. No attempt will be made to evaluate the effectiveness of the reported school/public relations programs.

C. Research Design

The research study will utilize a questionnaire to be sent to the superintendent of each public school division in Virginia. The questionnaire will be designed to provide information as to the various school systems' existing school/public relations programs. The responses to the survey questionnaire will be compiled and reported in the study to present an overall description of current public relations programs in the Virginia public schools.

D. Data to Be Collected

A survey questionnaire will be used to collect the desired data. The questionnaire will be composed of twenty-five items. The items will seek to determine how the various Virginia public school divisions define, interpret, plan, organize, implement, administer, staff, finance, and evaluate their existing public relations programs. The responses to the questionnaire will be compiled and used to present an up-to-date description of the organization and administration of public relations programs in today's Virginia public school systems.

E. Sources of Data

Sources of the data will be the responses of the superintendents of the one hundred and thirty-nine school divisions in the state of Virginia.

F. Relevant Research

Books, periodicals, theses, and dissertations relevant to the topic will be reviewed and a brief summary of the related relevant literature will be presented.

APPENDIX B

LETTERS OF TRANSMITTAL

OLD DOMINION UNIVERSITY

School of Education
office of the Dean • 804 489-6591 • P.O. Box 6173 • Norfolk, Va. 23508

July 7, 1975

Dear

The Educational Leadership and Services Department of the School of Education is currently engaged in a research project which seeks to determine how public relations programs in Virginia public school systems are administered and organized.

The enclosed questionnaire, mailed to all division superintendents, will be used to collect the desired data. The items in the research instrument seek to determine how the various Virginia public school divisions define, interpret, plan, organize, implement, administer, staff, finance, and evaluate their existing public relations programs. At first glance, the research instrument may appear to be quite lengthy and involved. However, the questionnaire is essentially a procedural checklist and, therefore, completion should not require extensive writing or research effort on your part.

Your cooperation in responding to this survey will aid us in our efforts and will be greatly appreciated. If you desire an abstract of the research findings, please indicate this in the space provided on the questionnaire. A stamped, addressed envelope for returning the questionnaire is enclosed for your convenience.

Sincerely,

Thomas E. Pinelli

Thomas E. Pinelli
Researcher

Gar Fairbanks
Professor of Education

Enclosures

OLD DOMINION UNIVERSITY

School of Education
office of the Dean • 804-489-6591 • P.O. Box 6173 • Norfolk, Va. 23508

Dear

The Educational Leadership and Services Department of the School of Education is currently engaged in a research project which seeks to determine how public relations programs in Virginia public school systems are administered and organized.

A copy of the enclosed questionnaire was sent to all division superintendents in Virginia. The response thus far has been excellent; however, several divisions have not yet responded.

Would you please complete the attached research instrument and return it using the stamped, addressed envelope provided? Your response will help us to determine how public relations programs in Virginia public school systems are organized and administered.

Sincerely,

Thomas E. Pinelli

Thomas E. Pinelli
Researcher

Gar Fairbanks
Professor of Education

Enclosures

APPENDIX C

QUESTIONNAIRE

ADMINISTRATION AND ORGANIZATION OF PUBLIC RELATIONS PROGRAMS
IN VIRGINIA PUBLIC SCHOOL SYSTEMS

Name of Respondent _____ Title _____

School System _____

System's Net Enrollment for 1974 - 1975 (Please check.)
_____ 1-5,000 _____ 5,001-10,000 _____ 10,001-25,000 _____ 25,001 or more

Please Read the Entire Questionnaire
Before Answering Any Questions

1. Does your division have a systemwide administrator in charge of school/public relations? (Please check.)
   (a) on a full-time basis _____ YES _____ NO
   (b) on a part-time basis _____ YES _____ NO

   NOTE: If your system has a FULL-TIME administrator in charge of school/public relations, please answer ALL questions with the exception of question 6. If your system DOES NOT have a full-time public relations director or administrator, proceed to and answer question 6 and all of the questions thereafter that you feel applicable.

2. What is the title of the person in charge of school/public relations? (Please indicate.) _____

3. Is the individual employed for a full 12-months' year? (Please check.) _____ YES _____ NO
   If NO, what is the length of the working year? (Please indicate.)
   _____ Number of Months

4. Please indicate the individual's salary for 1974 - 1975?
   $_____

5. To whom does this individual report? (Please give full title of individual.)
   _____

6. If your system does not have a full-time school/public relations administrator how are the public relations activities of your school system handled?

   NOTE: In answering this question, please read carefully items A, B, and C which follow. Answer only ONE of these three items - the one which best applies to the situation in your school system.

   A. Is there a person on your staff who handles ALL public relations activities but devotes only PART TIME to these activities?

      His title: _____

      His total annual salary: _____

      Approximate percent of his time spent on PR activities: _____ percent

Does he report directly to the superintendent with respect to public relations activities? YES _____ NO _____

If NO, to what official does he report?

_____

B. Are the various PR functions divided among several persons? If so, please indicate their titles and specific PR functions.

. Title (Example) Director of Research and Publications

Functions Information service, publications

. Title _____

Functions _____

. Title _____

Functions _____

. Title _____

Functions _____

. Title _____

Functions _____

C. If neither "A" nor "B" describes your situation, please explain:

_____

_____

_____

_____

_____

7. Is there (a) a formal, written job description and/or (b) a statement of desirable qualifications for the position of public relations administrator?

(a) YES _____ NO _____ Job Description

(b) YES _____ NO _____ Statement of Qualiffcations

(If YES for either, would you enclose copy[ies].)

8. Please provide the following information concerning the person presently in the position:

(a) Education: Non-College graduate _____

Bachelor's degree in _____

Master's degree in _____

Doctorate in _____

(b) Experience: Years in present position _____

Years of experience in other public relations positions ____
(Please specify exact type of position or institution.)
(e.g., 2 years as newspaper writer with local newspaper)

_____

_____

Years of teaching experience _____

Years of educational administration or supervision experience other than in present position _____

Other experience (Please specify.) _____

_____

(c) Certificate Teacher _____ Supervisor _____ Administrator _____ Non-Certified ___

(d) Personal Data:

Age: 21 - 30 _____ 31 - 40 _____ 41 - 50 _____ 51 - 60 _____ Over 60 _____

Sex: Female _____ Male _____

9. How many persons are on the public relations staff, excluding the administrator?

	Full-time for PR unit	Part-time for PR unit (No. and approx. % of time)
Writers, editors	_____	_____
Clerical, secretarial	_____	_____
Media specialist (e.g., photographer)	_____	_____
Other (Please specify.)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. What type of training and staff development programs are available and provided for members of the public relations unit and those employees having PR responsibilities? (Please check.)

_____ inservice training _____ NSPRA seminars and conferences

_____ college/university course work _____ other (Please specify.)

_____

11. How would you describe the ROLE of the public relations administrator with respect to the following groups? (Please omit any groups listed which have no counterparts in your school system.) PLEASE CHECK ONLY ONE COLUMN FOR EACH.

Group	Member	Advisor	Observer	None
Board of Education	____	____	____	____
Administrative cabinet	____	____	____	____
Curriculum council	____	____	____	____
Special projects staffs	____	____	____	____
Citizens advisory groups	____	____	____	____
Teachers' organization	____	____	____	____
Administrators' organization	____	____	____	____
Other (Please list.)_____	____	____	____	____

12. Assuming that every member of the school system serves as a public relations agent with the community, which of the following individuals have specific PR responsibilities? (Please check.)

_____ Principals

_____ Supervisors

_____ Students

_____ Teachers

_____ Non-instructional personnel

_____ School/community consultants

_____ Departmental chairmen

_____ Grade level chairmen

_____ Other (Please specify.) _____

13. What are the responsibilities of the public relations administrator/unit? (Please check.)

	Sole or major responsibility	Shared with other department	Not responsible
Community newsletter or publications			
Staff newsletter or publications			
Superintendent's annual report			
Updating system's policy manual			
Writing press releases			
Press, radio, and TV contacts			
Election and bond referenda campaigns			
Speakers bureau			
Writing speeches, reports, or papers for central office staff			
Editorial and/or production services for central office staff			
Inservice PR training for school staff			
Assessment of public attitudes and opinions			
School contact with community, civic, or service groups			
Handling of citizen inquiries and complaints			
Development of teacher recruitment materials			
Special projects (e.g., American Education Week)			
Dissemination of information on federal projects			
Supervision of duplicating or printing press			
Photographic services			

(continued on next page)

	Sole or major responsibility	Shared with other department	Not responsible
Preparation of audiovisuals for PR projects	_____	_____	_____
Preparing a summary of board minutes for publication	_____	_____	_____

Other (Please specify.) _____

_____

14. What are the relationships and responsibilities of the PR director in providing assistance to individual principals on PR matters? PLEASE CHECK ALL THAT APPLY.

_____ Provides consultant services to principals as they request them

_____ Holds regular PR briefings for principals

_____ Conducts inservice PR training for principals

_____ Encourages principals to develop PR stories/pictures as they see fit

_____ Solicits news items from principals on regular basis

_____ Helps prepare school staff bulletin

_____ Has principals refer all PR matters directly to him

_____ Has no direct contact with principals unless crisis arises

_____ Other (Please explain.) _____

_____

15. To be effective, a plan for school/public relations should be clearly established in terms of definition, policy, organization, and purpose. With respect to these points, please answer the following:

	Please Circle	
The school system has established policy or written guidelines pertaining to school/public relations.	YES	NO
This policy is contained within the organization's policy manual.	YES	NO
The policy includes the purposes of the public relations program.	YES	NO

(continued on next page)

	Please Circle	
The policy identifies the roles to which public relations authority is delegated and clearly indicates the extent of authority delegated.	YES	NO
The policy statement is published in the personnel handbook or policy manual which is available or accessible to the entire staff.	YES	NO

16. Which of the following types of organizational patterns best describes your system's public relations program? (Please check the appropriate blank.)

_____ Centralized plan - chief administration officer and immediate line and staff personnel responsible for the program

_____ Decentralized plan - building principal and staff responsible for the public relations program

_____ Coordinated plan - Combines the features from the first two

17. Which of the following best describes your system's philosophy of school public relations? (Please check.)

_____ Public relations essentially involves telling the public what we want them to know about the schools. The program is, for all intended purposes, a public information program employing newsletters and publicity campaigns as necessary.

_____ Public relations is a planned, on-going process involving school personnel and the community in an effort to develop "two-way" communication in an attempt to attain understanding and support for public education.

18. Does your school system's 1975-76 budget include a line item specifically for the public relations unit? YES _____ NO _____

If YES, what is that amount? _____

If NO, under what line item(s) in your school system's current budget are public relations funds included? (Please list below.)

_____

_____ _____

19. A sound, effective public relations program is based on long-range planning. With respect to planning, please answer the following:

The division has a long-range public relations planning group or committee. (Please circle.) YES NO

If YES, what is its function? (Please indicate.)

_____ Policy making _____ Advisory capacity _____ Other (Please indicate.)

_____

What is the composition of the committee? (Please check.)

_____ Superintendent _____ Students _____ Community Leaders

_____ Principals _____ Teachers _____ Central office staff

_____ Supervisors _____ Parents _____ Non-instructional personnel

	Please circle	
The public relations planning group annually projects a one or _____ year plan. (Fill in blank.)	YES	NO
The public relations planning group reviews and makes recommendations annually to the division superintendent and/or the school board.	YES	NO
The review and recommendations include the purposes of the public relations program, the relationship of the public relations unit to the organization and to the community, and the evaluation reports on the public relations unit.	YES	NO

20. A sound and effective system of internal communications is a vital part of the public relations program. With respect to internal communications, please indicate which of the following are utilized:

	Please circle	
Individuals and groups (or roles) to which the public relations unit must relate have been identified within each unit of the organization.	YES	NO
The public relations unit contacts each of the designated individuals and groups on a regular basis.	YES	NO
The public relations unit conducts inservice training, formal and informal, intended to assist the specified unit representatives in understanding, valuing, and using public relations.	YES	NO
The public relations unit regularly surveys the staff of the organization to establish information needs and priorities.	YES	NO

(continued on next page)

Please Circle

The public relations unit has designated liaison representatives from each major unit of the organization to insure coverage of those units. YES NO

The public relations unit solicits through formal and informal means (surveys, suggestion boxes, personal contacts, etc.) feedback on its activities, its products, and its purposes, with focus on internal communications. YES NO

The public relations unit publishes an informational newsletter for school personnel. YES NO

21. An effective public relations program must continuously utilize numerous avenues for communications with the public(s). With respect to external communications, please indicate which of the following are utilized:

Please Circle

Individuals and groups external to the organization to which the public relations unit must relate have been identified. YES NO

The public relations unit communicates with or otherwise contacts each of the identified individuals and groups at least monthly and on special occasions. YES NO

The public relations unit makes periodic studies of information requests from external sources. YES NO

The public relations unit has identified community media and has identified contact persons within each media. YES NO

The public relations unit has systematically identified community organizations and individuals who have potential to assist the organization. YES NO

The public relations unit solicits through formal and informal means (surveys, personal contacts, etc.) feedback on activities, its products, and its purposes with focus on external communications. YES NO

The public relations unit regularly publishes an informational newsletter for the community. YES NO

22. To be truly effective the organization must provide for the evaluation of the performance of its public relations program. With respect to evaluation, please answer the following:

	Please Circle	
The public relations unit evaluates its activities in relation to its operational plan and the dictates of sound practice on a continuing basis.	YES	NO
The public relations program, its objectives, and the degree of attainment of those objectives are evaluated in relation to the organization and its environment at least once annually.	YES	NO
The staff (or membership) of the organization is consulted in establishing criteria on which to base evaluations.	YES	NO
The public relations unit performs a periodic analysis of all feedback with the purpose of evaluating the mission, objectives, activities, and products of the unit.	YES	NO
The public relations unit utilizes feedback continuously to modify its operations as necessary.	YES	NO
The public relations unit periodically solicits suggestions and criticisms from both its internal and external publics.	YES	NO

Please indicate the method and frequency of any feedback collection (e.g., questionnaires to patrons twice a year).

_____

_____

_____

_____

23. A school/public relations program should contain a plan of anticipating, preparing for, and dealing with the public relations aspects of crisis situations. With respect to crisis situations, please answer the following:

	Please Circle	
The organization has a crisis-situation plan.	YES	NO
The crisis-situation plan identifies the specific responsibilities of the public relations unit, and the specific procedures to be followed.	YES	NO
The public relations unit is represented and recognized on any crisis-situation, ad-hoc group, task force, or committee to provide advisory and consultative services.	YES	NO

24. How, in your opinion, can colleges and universities help present and future administrators learn to work more effectively with school/public relations? (Please check as many as appropiate.)

_____ No help needed; administrators are doing an adequate job

_____ Special survey courses taught by education professors

_____ Special survey courses taught by journalism professors

_____ Short-term, on-campus workshops or seminars

_____ Special inservice programs held in local school districts

_____ Special courses in news writing for educators

_____ Others (Please specify.)

_____

_____

_____

_____

_____

25. Please use the remaining space to add any pertinent information to this survey or any comments you have about school/public relations.

_____ Check here if you desire an abstract of this study.

APPENDIX D

JOB DESCRIPTIONS
DUTIES AND RESPONSIBILITIES

3.29 Administrative Assistant for S.O.Q. and School-Community Relatic

QUALIFICATIONS:
1. An earned bachelor's degree.
2. Teaching certification is preferred.
3. A master's degree, or work toward it, is preferred.
4. At least five years' experience in news or public relations work in a school or business environment.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORT TO: Superintendent

JOB GOAL: To generate in the community at large a climate of understanding of the district's efforts to provide each student with the best possible education in an increasingly complex and sophisticated world.

PERFORMANCE RESPONSIBILITIES:

1. Serves as information liaison between the total school system and the community at large.

2. Attends open meetings of the Board and prepares such reports for the Board as the superintendent may request.

3. Acts as Superintendent's representative in administration of State mandated Standards of Quality.

4. Serves as liaison between the division and the news media and supervises the production and distribution of all news releases; arranges for press conferences as required; and prepares information for distribution to reporters covering Board meetings and public hearings.

5. Supervises and coordinates the preparation of all school district publications except student publications.

6. Prepares and edits special publications such as recruitment brochures, orientation brochures for new teachers and staff members, information brochures for the parents of students new to the division, and other publications.

7. Maintains open lines of communications with all community organizations and provides prompt responses to requests for public information about the division, its policies, and its programs.

8. Participates in the activities of diversified groups and organizations within the community to foster better school public relations.

9. Coordinates the activities of nonschool groups planning inschool information programs such as career days, college recruitment, armed forces recruitment, and the like.

3.29 Administrative Assistant for S.O.Q. and School-Community Relation: (continue

10. Cooperates with other staff members, as appropriate, in publicizing and promoting any performances, exhibitions, open houses displays, or special programs sponsored by the schools and open to the public.

11. Assists the superintendent in developing and publicizing the annual budget.

12. Cooperates with the other staff members in developing, updating and disseminating the five-year plan and other school improvement studies.

13. Maintains and regularly updates a file of community organizations and their officers, mailing lists of residents, and mailing lists of community groups with clearly expressed interests in educational affairs.

14. Maintains list of and vital information on staff members willing to serve community organizations as speakers or as volunteer resource specialists.

15. Surveys the regional community systematically to solicit significant opinions, suggestions, and recommendations that bear importantly on the policies and operations of the Board and the school system.

16. Advises the superintendent on the probable public relations consequences relating to changes in existing programs and policies.

17. Assists the superintendent and the Board in obtaining and effectively using and recognizing the services of highly competent laymen on its advisory committees.

18. Assists the superintendent in improving communication with the total staff of the school system.

19. Stays abreast of professional practices in the field through appropriate reading of literature and through participation.

20. Performs such other tasks as may be assigned.

TERMS OF EMPLOYMENT: Twelve-month year. Salary and benefits to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Adopted: August 8, 1974

JOB DESCRIPTION

Mrs. Stacy Jackson
Coordinator of Communications
Jefferson Annex

1. Serve as liaison with Channel 10, Cable T. V.
   a. Conduct weekly interviews featuring the educational program systemwide. The facilities at CHS studios will be utilized when appropriate.

   b. Coordinate "Your Schools" program featuring the Superintendent of Schools and his guest (generally alternating between a School Board member and a Central Office administrator) as they meet a panel of news personnel representing the local media.

   c. Coordinate the "Classroom Capers" program featuring primary and elementary youngsters and serve as liaison between the school system and personnel at Jefferson Cable during the preparation and filming at the Cable studios.

2. Serve as liaison with radio stations in local programing such as "Community Conversation" at W I N A, etc.

3. Serve as secretary to the Student School Board:
   a. Prepare minutes for dissemination.
   b. Prepare a summary of the minutes for presentation by a member of the Board at each adult School Board Meeting.

4. Serve as recorder to the Superintendent's Advisory Council:
   a. Prepare an informal summary of each meeting for dissemination.

5. Write descriptive and narrative information about the various aspects of the instructional program.

6. Produce appropriate public press and media releases, clearing copy through the superintendent.

7. Edit Spotlight biweekly.

8. Edit Focus twice annually.

9. Teach classes in communication skills at CHS.

   These classes are provided on a flexible schedule and involve teachers and students in oral/written communications skills.

Alexandria City Public Schools
418 S. Washington Street
Alexandria, VA. 22313

JOB RESPONSIBILITIES — PUBLIC INFORMATION OFFICER

1. Serve as an Administrative Assistant to the Superintendent and Deputy Superintendent.

2. Supervise and handle special projects and programs as directed by Superintendent and Deputy Superintendent. (Edit and help organize all Central Administration Staff reports).

3. Disseminate and provide information on school system to general public and news media.

4. Serve as key spokesman to the news media for the School Board and Central Administration.

5. Direct internal and external communications activities and public relations programs for the school system.

6. Supervise press relations and handle news media. (Radio & T.V. spots included).

7. Monitor school disruptions, disturbances, or other potential negative situations in regard to the dissemination of information to the news media and the general public.

8. Keep Superintendent and School Board advised of changing social attitudes and changing public opinion as they relate to Board and Administrative actions. Keep school system advised on legal ramifications of the Freedom of Information Act.

9. Prepare and disseminate school system's official news releases.

10. Publicize school activities as well as actions and meetings of the School Board.

11. Design, prepare and edit the brochures and other publications used by school system, and assist other Administrative personnel in the preparation of their publications. (Supervise overall contact with various printers in this regard).

12. Prepare internal and external newsletters for staff and community.

13. Offer feature articles to reporters on a periodic basis. (Encourage and assist reporters on other features).

14. Establish weekly radio show on local station to highlight school activities and actions of the School Board. (Special interviews with key school personnel).

15. Work closely with citizen groups and civic associations, as well as City Manager's staff and administrative aides of City Council.

16. Work closely with PTA groups and assist in their dissemination of parent newsletters.

17. Coordinate everything relating to public information and public meetings -- School Board meetings, public hearings, large committee meetings, special workshops.

18. Conduct informational workshop meetings with select local groups to include --- Chamber of Commerce, Northern Virginia Board of Realtors, etc.

19. Innovate and implement new techniques to inform, educate and work with teachers, students and parents, and act as channel of communication to School Board and Administration.

20. Establish Public Information Office as a Rumor Center for parents, teachers, students and general public.

June 1, 1974

JOB QUALIFICATIONS
PUBLIC INFORMATION OFFICER
ALEXANDRIA SCHOOL SYSTEM

I. Educational Qualifications

A. Must hold a Bachelor's Degree in journalism or public relations from an accredited university or college.

B. Must hold (or be a candidate for) a Master's Degree in journalism or public relations from an accredited university or college.

C. Undergraduate or graduate course work in education psychology, teaching practices, tests and measurements, and American educational philosophy.

D. Undergraduate or graduate course work in graphic arts or equivalent.

II. Professional Qualifications

A. At least one (1) year experience in magazine or newspaper reporting and editing.

B. At least two (2) years experience in directing and supervising a total public relations or public information program within an organization at a professional level.

C. Experience in radio/TV programming and demonstrated ability in press relations.

D. Demonstrated ability in news release and newsletter preparation, publicity, as well as publication layout and design.

E. Demonstrated ability in supervising a total external communication program within an organization.

III. General Skills

A. Understand and be sensitive to the intellectual, educational, and financial dimensions of the school system.

B. Ability to establish effective relations with community information sources.

C. Ability to compose interesting news and feature stories about school topics.

D. Understand role of public relations in school setting.

E. Ability to supervise special events and coordinate special information programs and projects.

3.5 Director of Instruction

3.5-1 Qualifications

1. Hold the Postgraduate Professional Certificate.

2. Have a minimum of twelve semester hours of graduate study in supervision and related fields, such as curriculum development, school organization and administration, instructional procedures and materials, research techniques, the interpretation and use of tests, evaluation of instruction and child growth and development.

3. Have leadership qualities and personal characteristics necessary for working effectively with teachers, principals and other adults.

4. Have five years of recent and successful school experience.

5. Be a person of unquestionable morals and integrity.

3.5-2 Selection

The director of instruction shall be appointed by the County School Board of Rockingham County on the recommendation of the superintendent.

3.6 Director of Special Programs

3.6-1 Qualifications

To be employed as director of special programs in Rockingham County, the candidate for employment shall have the same qualifications as the director of instruction. See 3.5-1

3.6-2 Selection

The director of special programs shall be appointed by the school board, on the recommendation of the superintendent.

3.6-3 Duties and Responsibilities

The director of special programs has responsibilities in four areas. These are:

1. The securing of funds and the implementation and the evaluation of special education programs.

2. To involve teachers and administrators in planning these programs.

3. To serve as a liaison person with local colleges.

4. To disseminate information concerning the Rockingham County Schools educational programs.

Most funds used in the implementation of the special programs come from sources outside of the county. The funds received from the Elementary and Secondary School Acts, Titles I, II, III, VI are usually in excess of one quarter of a million dollars per year. Other funding sources vary from time to time depending upon the availability of funds, but usually include programs for the education of migrant children, Emergency Employment Acts, etc.

The Rockingham County Schools by cooperating with the three colleges in this area, have a great potential source of personnel for individualizing instruction for children, in providing tutorial help to children and in implementing educational prescriptions in the schools. These persons are students enrolled in the colleges of Madison, Bridgewater, and Eastern Mennonite. The use of college students is of benefit to the public schools and these activities should also enable the colleges to produce teachers who have varied practical training. The coordination of the efforts of the County Schools and the colleges is the responsibility of the director of special programs.

Information concerning the educational programs of the county schools is disseminated by the director of special programs. The dissemination of individual school news and programs is still the responsibility of the individual schools, but the director of special programs disseminates information concerning county-wide programs through local news media and the County Newsletter.

Revised June 10, 1975

16.0 Public Relations

Objective:

By November 30, 1975, the Rockingham County School Board shall have in operation a program of public relations and two-way communication both within the school system and with the public, as evidenced by completion of 75% of the strategies stated in the following plan.

Assessment

A study committee agreed that the Rockingham County School System had experienced problems in explaining its educational programs to the general public. In addition, school policy-making bodies, on occasion, may not have correctly assessed community feelings in finding solutions to educational problems. It is believed this problem is not unique to the Rockingham County School System; communication is a problem common to many agencies serving the public. More specifically, in Rockingham County the following areas may have contributed to the apparent misunderstanding between the policy-making bodies and the community-at-large:

1. There appears to be difficulty on the part of educational leaders to convey educational needs to the general community.

2. There appears to be an inability on the part of the community to convey their educational desires and needs to the educational policy-making bodies.

3. It is believed the requests, concerns, and needs of the educational community are moving more rapidly than the needs and concerns of the general community.

4. There may be a growing concern on the part of the local community about the amount of local funds going to support educational functions, and a general concern over the growing cost of education on all levels.

5. There appears to be a growning concern on the part of the local community about the quality of the "product" produced by the schools.

6. There may be a growing and immediate need for educators to "read" public opinion and to reflect this opinion in any new programs proposed.

Objective 16.1

By March, 1975, the central office staff shall define role and function of central office personnel in relationship to local school by updating and distributing administrative and supervisory handbook.

Strategy 16.1-1

The director of instruction shall by January 1, 1975, establish committee to review and recommend revisions of the administrative and supervisory handbook.

Strategy 16.1-2

The director of instruction shall distribute updated administrative and supervisory handbook to local schools for use by school personnel by March 30, 1975.

The director of instruction shall involve teachers and principals in developing guidelines for supervisory services for local schools.

Strategy 16.2-1

By March 30, 1975, the director of instruction shall develop questionnaire to determine supervisory needs and expectations.

Strategy 16.2-2

By June 30, 1975, the director of instruction shall establish a committee to review the questionnaire and make recommendations to the superintendent.

Strategy 16.2-3

By August 25, 1975, the director of instruction shall distribute approved supervisory plan to all school personnel.

Objective 16.3

Develop total team concept among all personnel by implementing philosophy and objectives of Rockingham County.

Strategy 16.3-1

The superintendent and principals shall reinforce the philosophy and objectives with all personnel on a regular basis.

Strategy 16.3-2

During July of each year the superintendent shall appoint a committee to review philosophy and objectives as further study indicates a need for change.

Objective 16.4

The superintendent and principals shall involve representatives of all levels of school personnel in decision making by implementing established policies for chain of command in decision making.

Strategy 16.4-1

All personnel must be aware of the effect of decisions on individuals.

Strategy 16.4-2

The superintendent shall review with principals, teachers, and central office personnel the channel of communication and insist that established channels be followed.

Objective 16.5

By July 30, 1975, the central office staff and principals shall humanize communications and relationships with all personnel by including concern for the individual in all communications and making listening a KEY part of staff communication.

Strategy 16.5-1

Each central office staff member and principal shall analyze all communications from the standpoint of the recipient.

All central office staff members and principals shall make listening a high priority item.

Strategy 16.5-3

All central office staff members and principals shall develop staff communication out of input from listening.

Strategy 16.5-4

The central office staff and principals shall promote individual communication on a personal level.

Strategy 16.5-5

The central office staff and principals shall be attuned to personal needs and differences in developing and following policies.

Objective 16.6

Recognize the personal worth of each individual and improve job-related concepts of teachers and principals.

Strategy 16.6-1

The assistant superintendent for personnel and principals shall conduct employment interviewing in such a way as to make the interviewee feel comfortable.

Strategy 16.6-2

The superintendent and principal shall assure that evaluation procedures shall be designed to make the evaluatee feel comfortable.

Strategy 16.6-3

Superintendent and central office staff will constantly point out good aspects of teachers' and principals' work.

Objective 16.7

By January 30, 1975, each principal shall develop a public relations plan in working with the community through a community advisory committee.

Strategy 16.7-1

By January 1, 1975, each principal shall establish a community advisory council.

Strategy 16.7-2

The chairman of each community advisory council will serve on a county advisory council to the superintendent.

Strategy 16.7-3

Superintendent will meet regularly with the county advisory council to discuss concerns the community has about the schools.

Objective 16.8

By January 30, 1975, all professional educators shall encourage communication between governing bodies (County School Board--Board of Supervisors).

Strategy 16.8-1

The superintendent shall promote a system whereby corresponding board members meet monthly on a one-to-one basis to discuss policies and issues.

Strategy 16.8-2

The School Board shall encourage Board of Supervisors to communicate on a one-to-one basis with the superintendent of schools.

Strategy 16.8-3

The coordinator of public relations shall by October 1, 1975, establish a speaker's bureau of educators available to local organizations.

Strategy 16.8-4

The coordinator of public relations shall initiate contacts with at least 10 civic organizations each year to make central office personnel and other educators from the speakers bureau available to community organizations for programs.

Objective 16.9

The superintendent shall humanize communications and relationships with students.

Strategy 16.9-1

By March 30, each school year the superintendent shall meet student leaders from each school to listen to and discuss student concerns.

Strategy 16.9-2

The superintendent shall encourage interviews for school publications upon request by writing a letter to the editor of each school newspaper, offering availability for interviews.

Objective 16.10

At all times the central office staff and principals shall be positive in all communications.

Strategy 16.10-1

Use positive language in all communications by using "we-our" in communicating and having oral face-to-face communication as much as possible.

Objective 16.11

The superintendent and principals shall at all times work toward knowing one's staff as individuals.

Strategy 16.11-1

The superintendent and principals shall greet staff daily.

The superintendent and principals shall explore interest of staff to indicate an interest in each person as an individual.

Objective 16.12

The central office staff and principal shall know one's staff as professionals, recognizing their assets.

Strategy 16.12-1

The central office staff shall make frequent visits to schools to communicate with principals and teachers and to solicit information from individuals and/or departments.

Strategy 16.12-2

The central office staff shall attend professional functions.

Strategy 16.12-3

The central office staff shall assist in establishing professional objectives.

Strategy 16.12-4

The principal shall make frequent visits to classrooms with follow-up conferences.

Strategy 16.12-5

The principal shall solicit information from individuals and/or departments.

Strategy 16.12-6

The principal shall attend professional functions.

Strategy 16.12-7

The principal shall assist in establishing professional objectives.

Objective 16.13

The central office staff and principals shall work toward knowing students as individuals.

Strategy 16.13-1

The central office staff and principals and teachers shall make self available for student interaction, lunchroom, athletic events, etc.

Strategy 16.13-2

The principal and central office staff shall make frequent visits to classrooms.

Strategy 16.13-3

Teachers, principals, and central office staff shall attempt to know individuals by name.

Principals and central office staff shall make self available for student problems and concerns.

Strategy 16.13-5

Each employee should accept each student as an individual having dignity and worth.

Strategy 16.13-6

All employees attempt to offer positive comments to students on a daily basis.

Strategy 16.13-7

Teachers, principals, and central office staff make home contacts about positive as well as negative events.

Objective 16.14

By September 1, 1975, teachers' role in public relations will be defined and improved.

Strategy 16.14-1

By July 1, 1975, the coordinator of inservice shall organize an inservice program focused on the importance of the student and stressing the importance of the interrelativeness and worth of each member of the educational team; i.e., professionals and paraprofessionals.

Objective 16.15

By September 1, 1975, the director of federal projects shall assure that the paraprofessionals' role in public relations will be defined and improved.

Strategy 16.15-1

The director of federal projects shall arrange work sessions for all paraprofessionals in developing communications skills for improving school-staff relations and school-community relations.

Strategy 16.15-2

The director of federal programs shall devise a county plan designed to stress importance of communications in each paraprofessional job area.

Strategy 16.15-3

The superintendent and principal shall assure that paraprofessional representatives will be involved in advisory groups.

Objective 16.16

The central office staff and principal shall assure that the internal flow of communications is comprehensive.

Strategy 16.16-1

Central office staff and principals shall continue the distribution of teachers' advisory committee minutes, weekly bulletin, minutes of principals' meetings, School Board highlights, Staff News Bulletin, and RCEA communications.

The central office staff and principals shall continue "Open Door" policy among all personnel.

Strategy 16.16-3

Telephone shall be answered courteously by all personnel at all times.

Objective 16.17

The central office staff and principals shall assure that the external flow of communications will be comprehensive.

Strategy 16.17-1

By October 1, 1975, the central office staff shall devise an evaluation procedure to measure public understanding of the reporting system and take steps to correct any misunderstandings or concerns.

Strategy 16.17-2

During September each year the central office staff and principal shall prepare and distribute an annual report to all county citizens about our schools.

Strategy 16.17-3

During each calendar year each visiting teacher, teacher aide, and administrator will visit 5 families in each school area (non-problem homes)

Strategy 16.17-4

By September 1, 1975, the superintendent shall establish a "Hotline" for communications to give information about our schools to any interested person.

Strategy 16.17-5

By July 30, 1975, the superintendent shall appoint personnel to coordinate the preparation of a professionally prepared slide or film presentation about our school system.

Strategy 16.18

By July 30, 1975, the superintendent and principal shall take steps to make communications more uniform.

Strategy 16.18-1

By July 1, 1975, all communications will be cleared through one person appointed by the superintendent and principal.

Strategy 16.18-2

By July 30, 1975, the coordinator of inservice shall develop a skills communication workshop to be held during portions of workdays before school opens in the fall.

Strategy 16.18-3

By July 30, 1975, the superintendent shall appoint a representative to contact all local media representatives on a regular basis.

The principal shall work toward knowing all central office employees.

Strategy 16.19-1

The principal shall visit in central offices and take time to talk informally with central office staff members.

Strategy 16.19-2

The principal shall be knowledgeable of job assignment and job description of each central office staff member.

Strategy 16.19-3

The principal shall invite central office personnel into the school.

Objective 16.20

At all times the principal shall work toward knowing the school community and give positive consideration to it.

Strategy 16.20-1

The principal shall visit feeder schools regularly.

Strategy 16.20-2

The principal shall do school business and personal business in the community, as applicable.

Strategy 16.20-3

The principal shall involve community people in school activities and/or projects.

Strategy 16.20-4

The principal shall make home visits.

Strategy 16.20-5

The principal shall become involved with community service organizations.

Strategy 16.20-6

The principal shall use school newspaper to give information and distribute the newspaper widely in the community.

Strategy 16.20-7

The principal shall invite community people to school for lunch.

Strategy 16.20-8

The principal shall return phone calls.

Strategy 16.20-9

The principal shall attend school and community functions.

Strategy 16.20-10

The principal shall offer written appreciation for assistance and support.

Strategy 16.20-11

The principal shall invite parents to assist teachers.

Strategy 16.20-12

The principal shall encourage community resource persons to participate in each school program.

Job Description

Public Information Officer
Chesterfield County Public Schools
Chesterfield, Virginia 23230

Responsibilities and Duties:

Reports directly to the superintendent

Attends school board meetings and administrative sessions anc coordinates reporting of these proceedings

Develops and implements the communications program for all school board employees

Promotes two-way programs of timely and effective communications between the school system and the residents of the local district, including community groups

Collaborates with all persons reporting directly to the superintendent on matters of school-community relations

Works in a consulting capacity on matters of public relations for central office staff, school administration, faculties, parent groups, and school-related organizations

Promotes two-way programs of timely and effective communications among school personnel regarding matters of mutual interest of concern to the school, district, citizens, and employees

Acts in any special capacity assigned by the superintendent consistent with the responsibilities and functions of this position

Keeps abreast of current knowledge and developments relating to the department, carrying out research necessary to dispensing information about community and schools.

Establishes, maintains, and carries out procedures for the preparation and distribution of all news releases concerning school affairs

Establishes and maintains contacts with media people within the community

Explains the policies and programs of the school board to community groups and individual citizens when requested and directed by the superintendent

Cooperates with various departments in the development of brochures, handbooks, and other publications necessitated by the educationa andservice requirements of the school district

Works as media coordinator for special school system events

Works in an editing capacity for school employees wishing to write and publish articles in journals, books, etc.

Establishes and maintains printing operation for central office and school system (including supervision of printing staff, ordering supplies, designing forms, and distributing printed materials throughout the school system)

Keeps two printing budgets: one for reports and publications and the other for

school-related printing needs.

Conducts seminars and workshops on school public relations

Coordinates activities to honor retiring personnel

Attends public relations workshops and seminars

Arranges for various groups to visit and observe in county schools

Represents county on committees when requested

Writes and publishes the following:

BOARD-O-GRAM: A bimonthly publication which reports on activities of the School Board.

KIOSK: A bimonthly staff newsletter designed to offer school personnel a calendar of events for each month (meetings, conferences, workshops, seminars, etc.). This also serves as a vehicle to exchange ideas and news about what is happening in the school system and community.

RECAPS: An administrative newsletter which passes along information from the superintendent to administrative personnel concerning issues and policies of the day. These are published once a month following the general session of the county principals.

SCHOOLS IN ACTION: A quarterly magazine which explores activities in the school system. This is circulated to all school board employees, people within the community, and other school systems throughout the state and the country.

B. ADMINISTRATIVE ASSISTANT FOR INFORMATIONAL SERVICES

RESPONSIBILITIES:

The Administrative Assistant for Informational Services is responsible for establishing and maintaining a planned and systematic two-way process of communication between the Norfolk Public Schools and its internal and external publics, serving to stimulate a better understanding of the role, objectives, accomplishments, and needs of the school system.

DUTIES:

The Administrative Assistant for Informational Services shall:

1. Counsel with the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, and other administrative officials on problems of school-community relations, developing plans and programs to meet specific needs, and representing the administration in the dissemination of information pertinent thereto.

2. Counsel with the administrative staff on the development and scheduling of special events or reports having public significance, and assist in implementation as appropriate.

3. Develop and produce, or supervise the development and production of, informative news communications, booklets, and leaflets designed to inform the community and staff about the operation of the Norfolk Public Schools.

4. Coordinate and supervise the preparation of news releases from the central-office administrative staff and distribute releases to appropriate media.

5. Research, prepare, and place or supervise activities with local television and radio stations such as feature programs or materials which will inform the public about the Norfolk Public Schools.

6. Establish and maintain procedures for prompt and courteous response to public, media, and staff inquiries regarding the Norfolk Public Schools.

7. Assist School Board members in preparing for speaking engagements and other contacts with the general public by providing background information and materials concerning the Norfolk Public Schools and public education in general.

8. Accept and carry out such special assignments from the Superintendent of Schools and Deputy Superintendent as might be necessary from time to time in the effective operation of the Norfolk Public Schools.

9. To select (with the approval of the Deputy Superintendent) and supervise the role of the

PUBLICATIONS SPECIALIST

RESPONSIBILITIES OF THE PUBLICATIONS SPECIALIST, under the supervision of the Administrative Assistant for Informational Services are, in general, to produce, write, edit, and provide layout for all regular and special publications assigned to the Office of Informational Services.

DUTIES:

1. To establish Information Representatives in the various schools and departments to insure flow of information for dissemination to the public, students, and school personnel.
2. To write and distribute news releases and informational briefs.
3. To maintain established deadlines for informational publications.
4. To assist in response to contacts from the public via the Administrative Hotline.
5. To assist in provision of information to the public regarding pupil assignments to schools.
6. To maintain office files.
7. To provide for the school archives a complete record of clippings from newspapers and other publications concerning the Norfolk Public Schools.

COUNTY OF FAIRFAX

PERSONNEL DIVISION

POSITION DESCRIPTION

DO NOT WRITE IN THIS SPACE

Position Number: 111

Approved Class Title:

Approved By / Date: Effective Date:

1. To be completed by Agency Head or Designated Official

A. Classification Action Requested

☐ Establishment of a New Position

☐ Reclassification of an established position

☐ Other (Specify)

Present	Proposed
B. Position Number	D. Position Number
C. Position Title: Director of School-Community Relations	E. Position Title

2. Employee Name: (Last) HAMEL (First) George (Middle) F

☐ Mr. ☐ Mrs. ☐ Miss

3. Department: Fairfax County Public Schools

4. Division: School-Community Relations

5. Branch:

6. Section:

7. Location of Position: (City) Fairfax, Va. 22030 (Street Address) 10700 Page Avenue (Bldg.) (Room)

8. Duties and Responsibilities:

% of Time	
50	Provides advice and assistance to the School Board and Division Superintendent in all public affairs matters. This includes: 1. Media relations 2. Preparation and distribution of news releases 3. Administrative preparations for school board meetings 4. Coverage of school board meetings to include preparation and distribution of a news summary for all board meetings 5. Preparation of correspondence 6. Planning special campaigns to include preparation of materials for release-e.g.,' for bond referendums 7. Represents Superintendent with PTA County Council and other organizations 8. News and opinion analysis to include clipping service 9. Preparation of annual report and booklet for new residents
10	Preparation and coordination of special programs: 1. Radio Report Card and other audio-visual programs 2. Coordination of American Education Week 3. Coordination of systemwide fund drives 4. Centennial activities 5. Operation of speakers bureau
10	Preparation and distribution of publications and news releases internally and externally: 1. Monthly magazine 2. Weekly newsletter 3. General releases, school board summaries 4. Contributes to County Courier

(Continued - see attachment)

ATTACH ADDITIONAL SHEETS IF NECESSARY
(Authority: Chapter 3 - Personnel Rules)

Personnel Position Description – Duties and Responsibilities

Director of School-Community Relations

% of Time	
30	Advice and assistance to staff, area superintendents and schools:

1. Conduct workshops as requested
2. Assist in problems to include preparation of releases
3. Attend and provide news and photographic coverage for special events to include invitations to media
4. Provide assistance and advice for special events such as school dedications
5. Provide editing and publications assistance

APPENDIX E

REQUEST FOR INFORMATION

OLD DOMINION UNIVERSITY

School of Education
office of the Dean • 804-489-6591 • P.O. Box 6173 • Norfolk, Va. 23508

1105-C Allendale Drive
Virginia Beach, Virginia 23451

September 19, 1975

Mr. C.P. Campbell
College of Education
University of Delaware
Newark, Delaware

Dear Mr. Campbell:

I am presently conducting research in the general area of school/public relations. In the course of my research, I discovered your article in the December, 1974, issue of Man/Society/Technology and noted the availability of a bibliography on public relations.

Is the extensive bibliography on public relations still available? If so, would it be possible to receive a copy of the compilation? I would be more than happy to remit the cost of the copy and postage.

Your attention to this request is greatly appreciated.

Sincerely,

Thomas E. Pinelli

Thomas E. Pinelli

OLD DOMINION UNIVERSITY

School of Education
office of the Dean • 804-489-6591 • P.O. Box 6173 • Norfolk, Va. 23508

1105-C Allendale Drive
Virginia Beach, Virginia 23451

May 23, 1975

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

Dear Sirs:

I am a graduate student in education at the above university and wish to purchase microfilm copies of the following documents.

ED - 92788	.75
ED - 89397	.75
ED - 66792	.75
ED - 51587	.75
	3.00
	.18 postage
	3.18

Please find enclosed my personal check in the amount shown above.

Sincerely,

Thomas E. Pinelli

Thomas E. Pinelli

APPENDIX F

VITA

VITA

THOMAS EDWARD PINELLI

Thomas E. Pinelli presently serves as Assistant to the Chief of the Scientific and Technical Information Programs Division at the National Aeronautics and Space Administration's Langley Research Center in Hampton, Virginia. Pinelli came to NASA as Assistant to the Center Educational Programs Officer in the Office of Public Affairs under the Intergovernmental Personnel Act. Prior to Federal service he was a teacher in the public school system of Virginia Beach, Virginia.

A native of Johnston, Rhode Island, Pinelli grew up and was educated in the southside Virginia town of Farmville. He graduated from Old Dominion University in 1970, receiving a Bachelor of Science degree in Secondary Education. He holds advanced degrees including a Master of Science degree in Industrial Education from Clemson University and a Master of Science degree in Educational Administration from Old Dominion University. In the fall of 1974 he was admitted to the College of Education, Virginia Polytechnic Institute & State University to begin advanced study leading to a Doctor of Education degree.

The twenty-seven-year-old NASA official is the recipient of several academic honors and awards. He was elected to Who's Who in American Universities and Colleges for 1969-70 and 1970-71 and is a member of several honorary and professional fraternities including Sigma Beta Tau, Iota Lambda Sigma, Phi Delta Kappa, and Gamma Gamma. He is a member of Kappa Delta chapter of Tau Kappa Epsilon International Fraternity and received the fraternity's Honor History Award in 1968 and the Top TKE of the YEAR Award for 1969-70. In addition, he is a member of several professional organizations and societies and has authored and co-authored fifteen educational and technical articles.

Pinelli is a resident of Virginia Beach, Virginia, and is a member of the Virginia Beach (Host) Lions Club.

10-3-75
7-18-75